

## **ABSTRACT**

Sara Whitaker, PLANNING AND IMPLEMENTING A GLOBAL CURRICULUM: A CASE STUDY OF ONE NORTH CAROLINA ELEMENTARY SCHOOL (Under the direction of Dr. Joy C. Phillips). Department of Educational Leadership, May, 2012.

Today the world is more interconnected than ever (Stewart, 2012). Students in the 21<sup>st</sup> century need competent teachers who use technology as a routine way of learning, and who coach student learning that is authentic and relevant to the world today (Atkinson, n.d.; North Carolina Department of Public Instruction, n.d.). Today's world requires an understanding of different cultures, the interrelationships of global issues, and the essential skills of critical thinking, communication, collaboration, creativity, and analysis.

Initiatives taken by individuals to infuse or implement global education in the United States' K-12 schools have had a piece meal effect. Few of them have had district or state structure or support from anyone other than the individuals that were implementing the strategy; therefore, sustainability has been a major issue.

This descriptive case study through a theory of action approach, explored the intentions of district leaders to provide global education to its students, the design of a model global program, and the implementation of the model global program in a globally-themed elementary school in a large school district in southeastern North Carolina, Cumberland County Schools. The intention of the district leaders to provide a global education to its students followed the goal of the State Board of Education in North Carolina "to graduate globally competitive students" (North Carolina Department of Public Instruction, 2011). The design of the model global program developed initially by district leaders and the staff of the Visiting International Faculty was further developed through the first year of implementation in the globally-themed elementary school. The model global program was characterized by Deardorff's intercultural

competence model (2008), Hanvey's five dimensions of a global education (1976), and a school-wide focus on character education monitored by Positive Behavior Intervention Support (PBIS).

The implementation of the program was sustained by leaders and teachers of the globally-themed elementary school, district leaders, and outside support from the Visiting International Faculty.

Students helped to sustain the model global program by their enthusiasm and motivation for learning. Parents were supportive and learning too, thus, dinner conversations were forever changed.

PLANNING AND IMPLEMENTING A GLOBAL CURRICULUM:  
A CASE STUDY OF ONE NORTH CAROLINA ELEMENTARY SCHOOL

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A CASE STUDY OF ONE NORTH CAROLINA ELEMENTARY SCHOOL

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## CHAPTER 1: INTRODUCTION

“U.S. high school graduates will: Sell to the world; buy from the world; work for international companies; manage employees from other cultures and countries; collaborate with people all over the world in joint ventures; compete with people on the other side of the world for jobs and markets; and tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery... We need to open global gateways and inspire students to explore beyond their national borders.” (Stewart, 2007)

“Look around; the world is changing in exciting ways” (Stewart, 2012). In the twentieth century, teachers taught the way they had been taught with a brand of United States ethnocentrism based on the United States standing as more powerful than any of its global neighbors, economically, politically, industrially, and technologically (Anderson, 1991). “My wonderful first grade teacher used a blackboard, big chalk, and Dick and Jane books to teach us reading, writing, and arithmetic. That was the 20<sup>th</sup> century” (Atkinson, n.d.; North Carolina Department of Public Instruction, 2010).

Today the world is more interconnected than ever (Stewart, 2012). Two decades ago, Tye (1991) maintained that the world is no longer a group of individual countries living in isolation. In every direction were political, economic, environmental, cultural, and technological realities that concern all nations. Students in the 21<sup>st</sup> century need caring, competent teachers who use technology as a routine way of learning, and who coach student learning that is authentic and relevant to the world today (Atkinson, n.d.; North Carolina Department of Public Instruction, 2010). Today’s world requires an understanding of different cultures, the interrelationships of global issues, and the essential skills of critical thinking, communication, collaboration, creativity, and analysis. The United States and the world as a whole is at a crossroad; attitudes and behaviors that will foster cooperation and interdependence among nations are needed (Federico & Cloud, 2009). This need represents a paradigm shift for

America, and changing to meet this need will be a challenge for society. The effects of globalization have been far-reaching. Although the United States has been the most powerful nation in the world in the twentieth century (Zakaria, 2008), the economic growth in other countries show that a country's global position in the world is not taken for granted. This transformation is also happening in education around the world (Stewart, 2012). Educators in the United States have seen this transformation coming over the last two decades and graduation rates have increased in the United States; however, this achievement is dwarfed by the gains seen in other countries (Organization for Economic Co-Operation and Development [OECD], 2011).

“Global education” studies the interface of political, economic, and cultural systems in the world. All these ideas and rationales emphasize preparing youth for the world in which they will live and work (Boix-Mansilla & Jackson, 2011; Jacobs, 2010; Stewart, 2012); the term “global education” encompasses all of these beliefs. While a single definition of global education has not been established, *the term is used in this dissertation to describe the educational scope of curriculum, global perspectives, character education, and effective communication in order to prepare students to be globally competent: to understand and act on issues of global significance.* Classroom teachers have the greatest opportunity and responsibility to make a difference in the lives of students. As educational leaders look at the globalization of the curriculum and pedagogy in teacher education, they have a chance to prepare youth for competent, humanistic, caring, and active citizenship (Tye, 2009). Becker (2009) referred to these educational leaders as members of the “coalition of the willing” to continue the movement of global education in the United States’ schools.

This dissertation is a descriptive case study of the design and implementation of a model global program in a globally-themed elementary school in a large urban school district, Cumberland County Schools, in southeastern North Carolina. The study uses a theory of action approach as a framework to examine the intention, the design, and the actual practices of the model global program (Schön & McDonald, 1998). Data collected on staff roles and perspectives, leadership, planning documents, curriculum and activities, and student outcomes were used to describe the intention and design of the school model and the actual implementation process. This first chapter of the dissertation presents the background of the study and delineates the problem as a need for quality model global programs that can be implemented in the nation's K-12 schools. The chapter further describes the significance of the study—contributing to the literature on model global programs and offering a quality model design to be considered for implementation in other elementary schools—and presents an overview of the methodology used in the study. The chapter concludes with the limitations and assumptions of the study, and the organization of the study.

### **Background of the Study**

Today's traditional organization of schooling in the United States was established in the late 1800s by the Committee of Ten. Schools were designed using the organization of a factory model reflecting the economic expansion and industry between 1897 and 1921. The "factory model" was first introduced through the principles of scientific management. These principles secured the maximum prosperity for the employer, coupled with the maximum prosperity for each employee (Taylor, 1911). Taylor (1911) believed these fundamental principles of scientific management were applicable to all kinds of human activities. The standardization took hold and continues today (Jacobs, 2010). This standardized organization of schooling became the deep

structure of schooling as society views it. A deep structure does not change often and only when such changes in society are leading the way (Fullan, 2001; Tye, 1991). This educational approach met the needs of society for the Industrial Age of the 19<sup>th</sup> century and employers through most of the 20<sup>th</sup> century. Indeed, twentieth century education was characterized as a “factory model” (California State PTA, 2011). Information transfer, textbook driven, teaching focused, fragmented curriculum, retelling or lecture as the major method of delivery, passive learning, time-based, memorization of facts, authoritative, and students working in isolation remained the characteristics of education in the United States’ schools.

Unsurprisingly, many students found school irrelevant and meaningless (21<sup>st</sup> Century, Educational Leadership.com, 2009). However, the world has changed and is continuing to change at a rapid pace. Globalization in our world is dictating the development of new and different competencies for the workforce. Workers in the global economy of the 21<sup>st</sup> century need to problem solve, work in teams, evaluate media, and communicate in another language other than English (Stewart, 2012). Today’s global economy demands a high level of competence in these 21<sup>st</sup> century skills as well as in the traditional academic disciplines. Mike Eskew, CEO of United Parcel Service (UPS), talked about the need for workers to be “global trade literate, sensitive to foreign cultures, and conversant in different languages” in order to be competitive for today’s jobs (Wallis, 2006). “The 21<sup>st</sup> century education was described as a ‘global model’ that met the needs of a globalized, high-tech society” (California State PTA, 2011; Jacobs, 2010; Stewart, 2012). In contrast to the 20<sup>th</sup> century method of instructional delivery, the characteristics of 21<sup>st</sup> century education advocates posited learning to learn, research based, learning focused, integrated curriculum, discovery using inquiry based learning, active learning, outcome based, teachers as facilitators, collaboration, and students connected to

their interests, talents, and experiences. Table 1 shows the comparison of characteristics of a 20<sup>th</sup> century education to a 21<sup>st</sup> century education.

Imagine Rip Van Winkle awakens in the 21<sup>st</sup> century, visiting airports, hospitals, and shopping malls, seeing individuals with metal devices pinned to their ears, children moving miniature athletes around on electronic screens, and old people defying death and disability with hips made of metal and plastic and metronomes in their chest. He is completely baffled about where he is. Then, he walks into a schoolroom and knows exactly where he is, “this is a school”. “We used to have these back in 1906” (Wallis, 2006).

The 21<sup>st</sup> century is here, but schools have not kept up. The challenge is to reinvent the schools for the 21<sup>st</sup> century. Globalization in the world led the way to change the deep structure of schooling (Tye, 1991). Twenty-first century schools are growing across the United States, incorporating the fundamentals of 21<sup>st</sup> century education, serving as inspirational examples for others to follow, and adding to the body of research for global education (Partnership for 21<sup>st</sup> Century Skills, n.d.). However, the United States is a land based on individualism, competition, autonomy, and self-reliance, and the economic system was established through individual enterprise and entrepreneurship rather than globalization.

Beginning in the last quarter of the twentieth century, many individuals became concerned about the need for global education. The terms “global education”, “education with global perspectives”, and “international education” were first used some fifty years ago. These terms represented one of the most debated movements in education because it was not well defined or understood (Abdullahi, 2004; Anderson, 1979; Buergenthal & Torney, 1976; Kirkwood, 1995; Kniep, 1985; Smith, 1989).

Table 1

*Comparison of Educational Characteristics*

20 <sup>th</sup> Century Education	21 <sup>st</sup> Century Education
Information Transfer	Learning to learn
Textbook driven	Research based
Teaching focused	Learning focused
Fragmented curriculum	Integrated curriculum
Retelling (Lecture)	Discovery (Inquiry based)
Passive learning	Active learning
Time-based	Outcome based
Memorization of facts	What they know and can do
Authoritative	Facilitative
Working in isolation	Collaboration
School is irrelevant and meaningless to students	Students are connected to their interests, talents, and experiences

*Note.* (21<sup>st</sup> Century Educator, April 2, 2009).

The late 1980s were controversial times for global education; however, a task force of U.S. Governors, spearheaded by then Governor of Arkansas, former president William J. Clinton, was brought together to discuss the challenges and importance of global education in American schools. This group determined that global education was as important as national security, economic prosperity, and world stability. They asserted that it was time for governors to take the lead in bringing an international focus to the educational system (National Governors Association, 1989).

The Council of Chief State School Officers (CCSSO), an organization of public officials, who head the education departments for elementary and secondary schools in the states, has continued the work to bring global education to the nation's schools. The Council of Chief State School Officers provided leadership, advocacy, and technical assistance on educational issues (CCSSO, 2012). The Council of Chief State School Officers partners with the Asia Society (CCSSO, 2012) and the Partnership for 21<sup>st</sup> Century Learning Skills (p21) (n.d.) to lead the nation's schools to be globally competitive.

The new millennium began with the No Child Left Behind legislation based on high-stakes testing and national standards. The early results showed some increase in student achievement in reading and math, but still illustrated that a need existed to prepare students for more rigorous work in science, technology, engineering, and math courses. The No Child Left Behind legislation seemed to further hold schools back during these years of technological revolution by promoting a high-stakes accountability system that narrowed the curriculum focus instead of expanding it to include the increasingly diverse and complex society (21CenturySchools, 2010).

Nonetheless, signs that global education was once again being recognized as a vehicle for school improvement and a necessity for the future of the children (Tye, 2009). The National Education Association (Stevens, 2011) called for public schools to prepare youth to be globally competent. Tony Jackson, Executive Director of Asia Society's Partnership for Global Learning, which partners with the National Education Association declared it was time for an upgrade in the American education system (Asia Society, 2011). The schools played a major role in this challenge and it was through global education that society prepared to compete, communicate, and cooperate with all people in the world (Tye, 1991).

At the time this dissertation was written, organizations in North Carolina that supported global initiatives in the state's K-12 schools were Worldview at the University of North Carolina at Chapel Hill, the Center for International Understanding, and the Visiting International Faculty. Worldview helped K-12 and college educators anticipate and respond to the challenges of an interconnected world. The Center for International Understanding as part of the University of North Carolina promoted global competence and awareness among North Carolina leaders. The Visiting International Faculty supplied international teachers to school districts and worked with districts to develop and implement global programs such as language immersion and global learning. A contractual agreement between the Cumberland County School District and the Visiting International Faculty provided intense support for the development and implementation of the model global program in the globally-themed elementary school in this dissertation study.

### **Problem Statement**

In the 2009 MetLife *Survey of the American Teacher: Collaborating for Student Success*, 1,003 public school teachers and 500 public school principals were surveyed to identify factors that could improve student achievement. Seventy-one percent of teachers and 75% of principals

surveyed, agreed that preparing students for competition and collaboration in the global economy were “very important” among factors that could improve student achievement (MetLife 2009).

In 2010, global education was being hailed as a “must have” by the President of the United States, Barrack Obama, the Secretary of Education, Arne Duncan, and other political and economic leaders in our country (Asia Society, 2010a). Evidence of bringing global education authentically into the K-12 school curriculum at the end of the first decade of the 21<sup>st</sup> century was nebulous at best (Tye, 2009). While a number of United States K-12 schools report implementing global education programs, existence of such programs were still rare (Tye, 2009).

While the initiatives implemented across the nation by individuals have characteristics found in the literature on global education, few of them had district or state structure of design, little financial support, or organizational support from anyone other than the individuals that were implementing the strategy. Thus, there remained a significant need in defining the design and characteristics of a quality school model that encompassed all of the dimensions of a global education as defined by Robert Hanvey (1976).

In 1976, Robert Hanvey wrote a paper, “An Attainable Global Perspective” for the American Forum for Global Education, in which he identified five dimensions of a global education, Perspective Consciousness, State of the Planet Awareness, Cross Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices. Hanvey further defined a global perspective as not something that an individual has or does not have, but rather as a blend of many things and an individual may be rich in some capacities and lacking in others. He also believed that schools had a special responsibility to help students attain a global perspective. His thinking provided a framework for organizing and developing instruction for global education (Cruz & Bermúdez, 2009), and his work has remained the centerpiece of the global education

movement. Two studies in the later part of the twentieth century, the Center for Human Interdependence study in California in the mid-1980s and the Miami-Dade County Florida study from 1984-1994, based their efforts of global education on Hanvey's dimensions. A college course, *Developing Global Perspective*, taught at Florida International University was based on Hanvey's work (Abdullahi, 2010). This dissertation study addresses the need for a quality model global program that encompasses Hanvey's dimensions of a global education by exploring the intention, design, and implementation of a model global program in a globally-themed elementary school intended by its school district leaders to serve as a model campus for global education.

### **Significance of the Study**

The study provided the research community and school district leaders with a comprehensive description of the intention and design of a model global program and an exploration of the implementation practices in the globally-themed elementary school. It described one district's attempt to integrate global education into the curriculum standards and to prepare their students to live and work in the 21<sup>st</sup> century. By providing a detailed description of the design of the school model, this study enabled others to implement the design or design elements in elementary schools within this district and other elementary schools in the nation. The exploration of the implementation delineated the successes and challenges experienced in the daily practices of the model school staff. The descriptive case study of one North Carolina elementary school's design and implementation of a model global program added significantly to the literature on global education efforts in the United States' K-12 schools and served school leaders with details of design elements of global education that could be implemented in other elementary schools.

## **Overview of the Methodology**

This study was a qualitative inquiry, specifically a descriptive case study. Qualitative studies focus on in-depth descriptions of situations, events, people, and observed behaviors. Case study research is a form of qualitative inquiry that explores “a phenomenon of some sort occurring in a bounded context” (Miles & Huberman, 1994, p. 25). This case study was focused on the design and implementation of the global theme in one elementary school in Cumberland County, North Carolina; the case told the story of the school from the beginning through the middle of its third operational year. The process of implementation of the global theme in the elementary school was monitored and described in this study. The descriptive case study addressed the staff roles and perceptions in the implementation of the model global program and how their efforts were aligned with Robert Hanvey’s conceptual themes of a global education: Perspective Consciousness, State of the Planet Awareness, Cross Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices. Even though the model was not developed from these themes the researcher looked for the themes because Hanvey’s conceptual framework advocates believed (American Forum for Global Education, 2004) the themes comprised a foundation for a well-rounded global education.

Multiple data sources were collected. Documents such as the globally infused curriculum guide, surveys, reflections, and lesson plans produced in the planning and implementation of the globally-themed elementary school were collected from the Visiting International Faculty and examined. Other data sources collected by the researcher included interviews, focus groups, direct observations, physical artifacts, and student performance data. Staff interview data and student outcome data were used in the description and analysis of this case study. Staff members participated on a voluntary basis in the documentation of the globally-themed elementary school

through interviews, focus groups, classroom observations, and physical artifacts produced or seen in their classrooms. These perceptual data drawn from the staff about the successes, challenges, and impact on student achievement, and the process data of the description of the implementation were then compared to Hanvey's conceptual themes of the essential elements of a global education.

Documents, physical artifacts, and student outcome data were collected, interviews were conducted, and classrooms, teacher planning sessions, and professional development sessions were observed over nearly five months, from October 2011 through February 2012.

### **Limitations and Assumptions of the Study**

Qualitative case studies are usually small and non-representative; therefore, they are not intended to be generalizable (Merriam, 1988). This study of the globally-themed school was contained within a bounded context and provided one single unit of analysis. The design of a case study offered the researcher insight; discovery, and interpretation, however, limitations might include sensitivity and bias of the researcher. Since the researcher was the primary source of the data collection, the data collected were filtered through the researcher's perspective (Merriam, 1988). In this study, the researcher served as the principal of a middle school in the same district. The researcher was involved in the pre-planning for the opening of the school through a designation of chair for a global planning team in the district. An assumption was made that professional development has been an important part of the implementation of the global model.

### **Organization of the Study**

Chapter 1 presents an overview of the research project, a case study of a model global program in a globally-themed elementary school. It introduces the study by providing

background of the study, statement of the problem, significance of the study, overview of the methodology, and limitations of the study and finally the organization of the study.

Chapter 2 presents a review of related literature on global education and teacher preparation for global education to be a reality in the United States' K-12 schools. A review of definitions from a variety of scholars and practitioners are presented and a definition is selected by the researcher to use in this study. Global education has evolved from its similarities in other educational arenas, a comparison is presented between global education and human rights, multicultural, and social studies education. The history of global education is viewed through an original framework of three lenses: political, economic, and social. In each of the lenses the history is studied by the decades since its inception after World War II. Additionally, a review of professional development was integrated into the study as an important component of the implementation of global education. Two major models of global education are reviewed and related to the definitions and goals of the global education movement. Finally, the theory of action is discussed as the theoretical framework for this study.

Chapter 3 provides the research design and methods used in the study. The design of the research study is a descriptive case study of a model global program in a globally-themed elementary school. A theory of action approach is used as a framework for the case study. The setting and participants are described, methods of data collection and analysis are described and explained, and a timeline of the study is provided.

Chapter 4 presents the findings of the case study through a theory of action approach. The model global program of the globally-themed elementary school is described through the data collected. The case study begins with the context for the study and the district's intentions and the design of the model global program. The description includes details of staffing,

implementation of the model global program, influence and synergy of global education, character education, and Positive Behavior Intervention Support (PBIS) in the globally-themed elementary school, parent perspectives, and a summary of the findings.

Chapter 5 presents a summary of the research findings: the intentions of district leaders, the design and the implementation of the model global program. A discussion of the findings includes the school's evolution into the "Passport" model, an alternative grade-at-a-time "Gateway" model, crucial professional development, essential outside support of the model global program, and the characteristics and daily practices of the model global program compared to Hanvey's five dimensions of a global education. Implications of the study are presented. The study offers recommendations and future research.

## **CHAPTER 2: REVIEW OF LITERATURE**

The schools for today and yesterday are not the schools we need for tomorrow. Instead we need new mindsets, processes, strategies and new paradigms for instructional leadership. It surprises us that as the world outside changes, the education system can remain the static — Ganguly (2012), Former Chairman of India's Central Board of Secondary Education.

The way one lives and works has been forever changed by technology and the globalization of society; therefore, it is imperative that educators prepare students for a world as it will be and not as it is right now. Unstable political and economic arenas around the world and rapid changes and advances in technology make this a daunting task for educators. Progressive educators continually seek improvements in education that will provide youth with a premier education and offer them a competitive edge against other students who will be applying for those same colleges or interviewing for those same jobs that they will be pursuing. In today's world, that competitive edge has to be greater than ever before because students are not only competing against others in their own state or country, but with students from all around the globe (Friedman, 2005; Darling-Hammond, 2010).

The goal of a global education curriculum approach is twofold: to provide students with a knowledge base that is competitive with the world and to use technology as a tool for communication and as a resource for opening and connecting the classroom to the world. Providing students multiple perspectives, creating cultural awareness, encouraging world knowledge, and focusing on 21<sup>st</sup> century skills such as innovative thinking, creativity, and teambuilding are necessary strategies for infusing a global approach to the curriculum and bridging the gap between a global and traditional education (Adams & Carfagna, 2006; Hunter, 2004). A curriculum infused with a global approach ensures that students relate learning to real world experience. Two model programs for this approach, Passport Schools and Gateway

Schools, report that participating students were “enthusiastic, engaged, and excited about learning” (VIF Program, n.d.) as a result of their experience.

## **Background**

A review of the literature and research on global education in the United States traced a sixty-year period. The end of World War II served as a marker for the beginning of global education efforts. During this early period, a number of initiatives were implemented for the express purpose of preventing a third world war. The literature is extensive in that a number of individuals, such as Anderson (1991), Becker (1979, 2009), Goodlad (1975, 2004), Hanvey (1976), Kirkwood (2001), Kirkwood-Tucker (2009a), Lamy (1991), Merryfield (2002b), Tucker (1996), and Tye and Tye (1992), Tye, 2009, wrote about global education in terms of definition, rationales, and expectations. Despite this interest, however, few studies have been conducted on the implementation efforts of global education infused in the curriculum and even less literature was available regarding the design of global education models and evaluations of implementation efforts. The thoughts and ideas of a few forward-thinking individuals initiated the global education movement after World War II.

This review considered the impetus for global education, including the beliefs, goals, and advances in the global education movement, by viewing the movement through three dominant lenses: political, economic, and social. Overlapping the political, economic, and social perspectives contained within each lens, revealed a complex picture of the half-century history of the global education movement. Advocates and critics within and across perspectives have engaged in lively debate about the aims of the movement. These ongoing debates have both produced support and created controversy. Global education has been compared to human rights, social studies, and multicultural education. Indeed, global education found its roots in

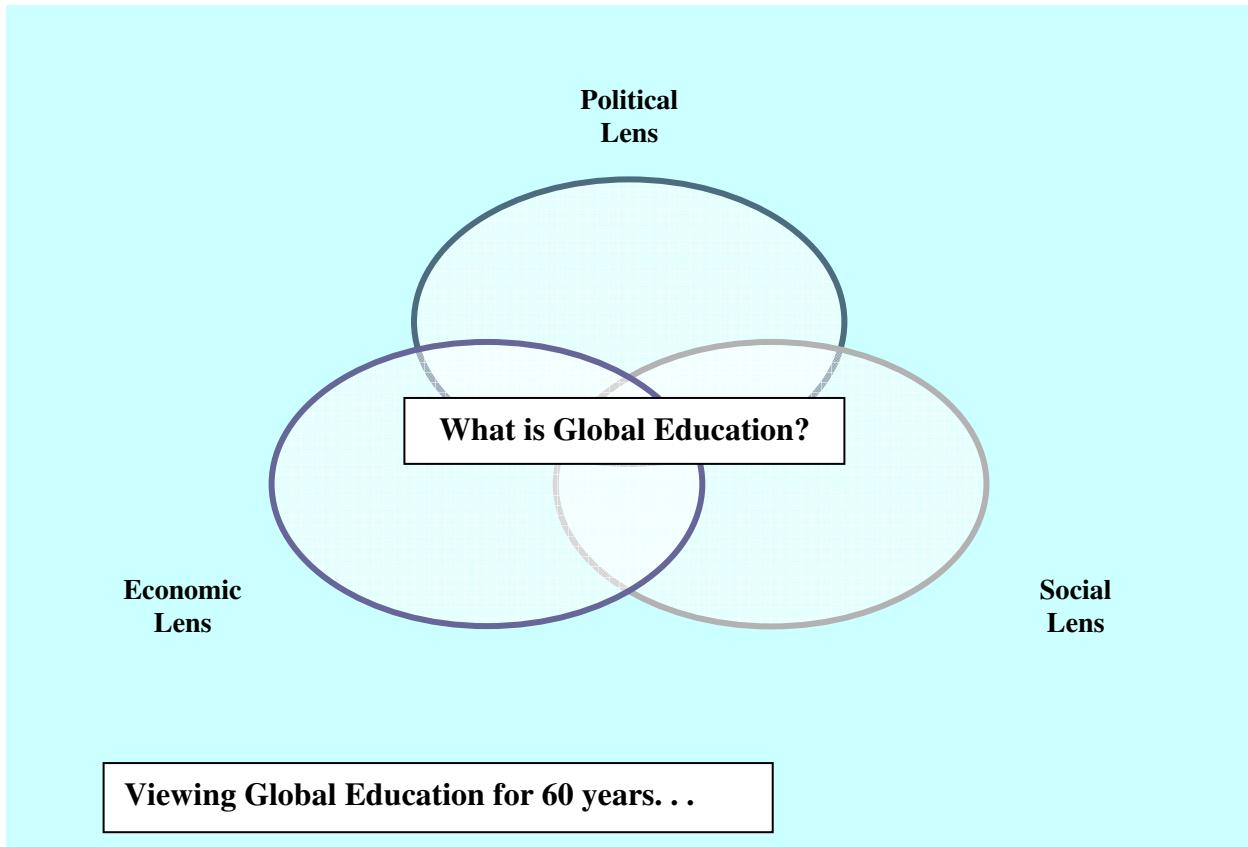
human rights education and has eased its way into the schools by means of the social studies curriculum and multicultural education.

This literature review defined global education and traced the emergence and sustainability of the global education movement by viewing it through political, economic, and social lenses. Collectively, these lenses helped illuminate the progress and controversies that underlie the movement. By presenting the history of global education through this original multi-lensed framework, (see Figure 1) this review of literature provided a synthesis of recurring themes and highlights persistent work by individuals and organizations. Furthermore, professional development was explored as the vehicle to ensure that the implementation of global education throughout the curriculum is enacted in every school. As an example of these efforts, two prominent models of global education implemented near the end of the twentieth century on each side of the nation, California and Florida were reviewed. Lastly, the theory of action was discussed as a framework for this study.

### **Defining Global Education**

Since its inception, circa 1950, global education has been defined in a variety of ways by scholars and practitioners who referred to it as a field of study (Gaudelli, 2003; Heilman, 2007; Merryfield, 1996, 2002b, 2010), others, a curriculum (Gaudelli, 2003; Kniep, 1986; Lamy, 1991), an approach to learning (Werner & Case, 1997), or a movement (Tye, 1991).

The terminology used to describe the goal of establishing programs to educate students by developing skills, knowledge, and attitudes needed for responsible participation in an interdependent global society varied by author. Activists such as politicians, lobbyists, and educators concerned about global education have used various terms through the years depending on the audience being addressed; this use of particular language has been especially



*Figure 1.* Viewing global education for 60 years.

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prominent with groups whose ethnocentric political views or cultural biases had the power to influence the global education movement (Becker, 1979; Kniep, 1985). For example, some of the political and cultural terms used were international education, world-class education, global education, and global perspectives in education, and global studies (Becker, 1979, 2009). Brief definitions of the dominant terminology follow:

*International education* — International education was sometimes referred to as teaching about the world, giving students the state of the planet awareness. It was the study of specific world regions, problems, and cultures. It was an in-depth examination of a particular culture which included its history, language, literature, religion, political organization, economic system, and current issues. It also included cross-cultural studies-a comparison of two or more cultures (Becker, 1979).

*World-class education* — World class education was the incorporation of knowledge, skills, and perspectives that prepare students to compete and cooperate in the global society of the 21<sup>st</sup> century (Becker, 1979).

*Global education* — Global education focused on the interrelated nature of issues, trends, processes, and events. The term global education could have been seen as a broader term that included international education, global perspectives infused in all curriculum areas, the 21<sup>st</sup> century skills such as critical and analytical thinking, communication in multiple languages, collaboration and creative and innovative thinking (Partnership for 21<sup>st</sup> Century Skills, n.d.). The broad term of global education was well illustrated in Robert Hanvey's (1976) conceptual themes: State of the Planet Awareness, Perspective Consciousness, Cross-Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices. Global organizations today, such as the Asia Society described a globally competent student as one with knowledge

and skills to investigate the world, weigh perspectives, communicate ideas, take action, and apply disciplinary and interdisciplinary expertise (Asia Society, 2011). The Partnership for 21<sup>st</sup> Century Skills advocated mastery in core subjects integrated with the four “C’s”, creativity and innovation, critical thinking and problem solving, communication, and collaboration (Partnership for 21<sup>st</sup> Century Skills, n.d.). The goals of these organizations clearly described the broad term of global education.

*Global perspectives education* — Global perspectives education encompasses the interconnectedness of the human and natural environment and the interrelated nature of events, problems, or ideas (Becker, 1979).

*Global studies* — Global studies taught that activities and decisions made in one part of the world could have an impact both locally and globally (Becker, 1979).

Since this collection of terms was used interchangeably, a definitive definition of global education has not emerged. Becker (1979) posited that as the world continues to change, so does the working definition of global education.

Global education was not equivalent to history education, environmental education, economic education, or mathematics education. The latter are domains in education that support a specific content and subject matter such as world history, environmental science, civics, or algebra. Global education was not a domain in education that could be defined in terms of specific content or subject matter (Kniep, 1985; Tye, 1991). It was the attempt to affect change in children’s knowledge and perceptions about the world. Global educators have tried to affect change in the content that we teach children about the world, to change the methods of teaching students about the world, and to change the social context in which teaching and learning about the world takes place (Kirkwood, 1995; Merryfield, Jarchow, & Pickert, 1997; Tucker, 1985;

Tye & Tye, 1992). Global educators realized that students in the nation's schools were becoming citizens in an era of history in which individuals were more involved in organizations, social processes, and human problems that cut across national boundaries. These educators sensed that citizenship in this era required new competencies (Anderson, 1979; Merryfield, 2006). Hence, global educators offered some sample definitions,

Global education consists of efforts to bring about changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age (Anderson, 1979, p. 15).

Anderson's simple definition was broken down into three propositions for education. The first proposition, "The students now in the nation's schools are becoming citizens within the context of a global era in human history" (Anderson, 1979, p. 15). Secondly, "The demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized by schools" (Anderson, 1979, p. 16). Lastly, "Certain change must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age" (Anderson, 1979, p. 16).

One definition of global education, agreed upon by some global educators, Anderson, Tye, Lamy, Tucker, Kirkwood, and Becker in the late twentieth century, was to implement changes that would promote the attitudes, knowledge, and skills outlined in the following definition (Tye, 1991):

Global education involves learning about those problems and issues that cut across national boundaries and about the interconnectedness of systems—ecological, cultural, economic, political, and technological. Global education involves perspective taking—seeing things through the eyes and minds of others—and it means the realization that

while individuals and groups may view life differently, they also have common needs and wants. (Tye, 1991, p. 163)

Twenty years ago, these educators along with staff from the Association for Supervision and Curriculum Development (ASCD) devoted the 1991 ASCD yearbook to promoting global education by publishing the landmark *Global Education: From Thought to Action* (Tye, 1991). The yearbook was written for three purposes: (a) to explain what global education was and why it was important for our schools, (b) to assist those who wished to develop their own global education program, and (c) to offer recommendations for school improvement (Tye, 1991).

The definition cited above paralleled the thoughts of Robert Hanvey in a paper he wrote in 1976, “An Attainable Global Perspective” for the Global Perspectives in Education organization (later called The American Forum for Global Education). The paper defined five interdisciplinary dimensions of global education and discussed how to teach with a global perspective. The five dimensions included perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Hanvey intended for his thoughts to serve as stimulus for discussion, debate, and analysis of how these global perspectives could become part of the school curriculum. Hanvey’s five dimensions for a global education are listed, defined, and applied in Table 2.

### **Hanvey’s Five Dimensions of a Global Education**

#### **First Dimension**

Hanvey defined and discussed five dimensions of attaining a global perspective. The first dimension, Perspective Consciousness, was defined as “the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious

Table 2

*Robert Hanvey's Five Dimensions of a Global Education*

Dimension of global education	Definition	Application
Perspective Consciousness	One has a view of the world that is not universally shared	Students compare and contrast social customs and values in different parts of the world, giving students various perspectives and they learn their views are not the only ones in the world.
State of the Planet Awareness	Awareness of the world conditions and development	Students examine current events, use maps to locate places in the world of such events, and speculate about the future.
Cross Cultural Awareness	Awareness of diversity of ideas and practices	Students compare and contrast cultures nothing commonalities and differences. They emphasize the commonalities and encourage students to seek cultures within their community and to develop pen pals around the world.
Knowledge of Global Dynamics	World works as a system-the dynamics are how elements interact in the system	Students must understand the systemic and interdependent nature of events and issues and how systems work.
Awareness of Human Choice	Awareness of problems of choice-imagine future consequences for present actions	“think globally, act locally” by participating in projects such as adopting a nursing home, conduction anti-litter projects, or having a sister school in a third world country studying various issues.

detection, and that others have views of the world that are profoundly different from one's own” (Hanvey, 1976). Most people cannot transcend the viewpoint presented by the culture that they grew up in, however, efforts can be made to develop the fact that we have a perspective, it is shaped by influences and that others have different perspectives. The recognition of existence and diversity of perspective might be called perspective consciousness. Opinion and perspective are clearly distinguishable terms. Opinion is the surface layer and perspective is the hidden layers that orient behavior. Schools can develop a perspective consciousness in students that will contribute to a global perspective (Hanvey, 1976).

### **Second Dimension**

The second dimension, State of the Planet Awareness, was defined as an “awareness of prevailing world conditions and development, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.” (Hanvey, 1976). Most people in the world do not live beyond their local communities. Even if one stays close to home, information travels rapidly and far. This was probably one of the more attainable elements in a global perspective (Hanvey, 1976).

### **Third Dimension**

The third dimension, Cross-Cultural Awareness, was defined as an “awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points” (Hanvey, 1976). It is difficult to comprehend and accept the differences and practices of another culture, making this one of the most difficult dimensions to attain. There seemed to be a strong resistance in the human

psychosocial system to tolerance of different perspectives. To develop cross cultural awareness and empathy required one to circumvent or counter those resisting forces. There must be a willingness to respect, accept, and participate in other cultures to attain this awareness. It literally means getting inside the head of one of those strangers and seeing the world through their eyes. The strange will become familiar and believable. Hanvey suggested that there are four levels of cross-cultural awareness. The first level might be that of a tourist where awareness was superficial and stereotypical. Level II was an awareness that presented cultural conflict situations that led to frustration and a belief that the cultural traits were unbelievable. Level III was an awareness that incorporated intellectual analysis and the cultural traits became believable. Being immersed in the other culture to understand how someone in another culture feels was a level IV awareness and the one that ultimately needed to be attained. Humans were the most adaptive creatures with a flexibility and power to make psychic shifts. One of those shifts was the capacity for empathy. Empathy allowed one to see oneself in another's situation within their culture. This next step, transpection, was when one could imagine oneself in a role within the context of a foreign culture (Hanvey, 1976).

#### **Fourth Dimension**

Dimension four, Knowledge of Global Dynamics, was defined as “some modest comprehension of key trails and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change” (Hanvey, 1976). The world works as a system meaning that things interact in complex and surprising ways. There was a body of knowledge about important factors in the world system and the dynamics of the system. Most of this knowledge was technical, difficult to understand, and generally runs against the grain of common belief. Schools are an appropriate place to transmit this knowledge

because it is a good environment for mastering technical information and legitimizing new and strange information. Another aspect of this dimension was technological innovation and change. Young people need to be sensitized to the global consequences of technological decisions. They will have to make decisions about aborting certain technologies. A global perspective appropriate to the times included insight into patterns of change (Hanvey, 1976).

### **Fifth Dimension**

The fifth dimension, Awareness of Human Choices, was defined as “some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands” (Hanvey, 1976). Acquiring this awareness meant individuals must imagine future consequences for present actions and sense new patterns as they learned how social and physical systems work and interact on the global stage. Familiar understandings and habits begin to fade away as this domain develops (Hanvey, 1976).

Hanvey discussed the transition from pre-global to global as the period when individuals were gaining a heightened awareness. This new awareness was needed and desirable, but with it came problems of choice. Expanded consciousness presented dilemmas of choice that did not exist when one was bound to custom and convention. Obtaining this consciousness was not automatic, and schools could help in developing the awareness. Educators might help students to find a number of solutions for a given problem and to discern the quality of the solutions. Hanvey’s dimensions were constructs of the mind that enabled one to obtain a global perspective (Hanvey, 1976, Kniep, 1985).

### **Conceptualizing Global Education**

“Global education” has been referred to as a longstanding educational reform movement in the United States’ schools (Parker & Camicia, 2009; Sylvester, 2002; Tye & Tye, 1992).

“Global education was seen as a social movement, a forum for change or reform to bring about school improvements within education in contrast to being a specific domain of education” (Anderson, 1979; Lamy 1991; Tye, 1991). Tye (1990) stated that “...advocates of a social movement, in order to be successful, probably need to make alliances with a variety of like-minded people”. The cooperation of like-minded people has brought the field to where it stands today. Advocates argued that incorporating global education was not about adding a new course to an already overburdened curriculum, nor confining the topic to social studies. Instead, it was about infusing global perspectives into *all* curriculum areas (Asia Society, 2010c; VIF, 2010).

Global education could be the vehicle to bring about school improvements such as interdisciplinary planning and teaching, critical thinking skills, cooperative learning, and intrinsic motivation of student learning (Tye, 1991). Kirkwood (2001) noted that the commonalities in the various definitions outweighed the differences and that all of the definitions contained the key elements as defined in Hanvey’s (1976) five dimensions of a global education.

Despite the different terms used in the definitions of global education, scholars such as Tye, Kirkwood-Tucker, Merryfield, and Stewart agreed that the term global education incorporated all areas of the curriculum and was the broad term for the knowledge and skills that needed to be taught in the 21<sup>st</sup> century classroom (Kirkwood, 1995; Kirkwood-Tucker, 2009a). Therefore, for the purpose of this study, the researcher *used the term global education to describe the educational scope of curriculum, global perspectives, character education, and effective communication in order to prepare students to be globally competent: to understand and act on issues of global significance as the working definition of global education.*

## **Global Education Compared to Human Rights, Multicultural, and Social Studies Education**

Global education theorists sought to find commonalities rather than differences in theories (Heilman, 2009). Thus, approaches to global education came from the fields of human rights education, social studies education, and multicultural education. Theorists from these fields called for a globally-focused curriculum (Case 1993; Kirkwood, 2001; Tye & Kniep, 1991). They believed that teaching from a global perspective needed to be a cross-curricular effort (Zong, Wilson, & Quashigah, 2008). Table 3 illustrates the commonalities and alignment between these fields of education.

### **Global Education Compared to Human Rights Education**

Human rights education has been compared to global education. The fundamental concepts of human rights illustrated similarities to global education, and the two d philosophically aligned. Human rights were moral rights that were held universally by people around the world and were respected and protected by nations throughout the world (Landorf, 2009; Merryfield, 2010).

Landorf (2009) posited that the human rights movement evolved in three generations which are tied to three stages of development in global education. Table 4 aligns the three generations of human rights education and the three stages of global education.

### **Global Education Compared to Social Studies Education**

In addition to the similarities between human rights and global education, there were also common efforts between multicultural, social studies, and global education. For many years, Social Studies educators has called for global education in K-12 classrooms and in teacher

Table 3

*Educational Movements Compared*

Global Education	Human Rights Education	Social Studies Education	Multicultural Education
Individual place in an interconnected world	Individual freedom	Individuals	
Civic responsibility	Participation in political and civil life	Civic responsibility	Civic responsibility
Focus on culture			Focus on culture
Cross cultural understanding		Cross cultural understanding	Cross cultural understanding
Intercultural communication		Intercultural communication	Intercultural communication
Community-respect for other cultures	Community-social and cultural equality		
Rights and responsibilities that span the globe	Individual responsibility combined with collective consciousness		
	Human moral rights that cut across national boundaries	Problems and issues that cut across national boundaries	
Global studies		Area studies	Multicultural studies
Knowledge-“us and the other”		Knowledge-“us”	Knowledge- “us”

Table 3 (*continued*)

Global citizenship	Life, liberty, and property	Human connections, multiple perspectives, Combating prejudice and discrimination
Emerged in response to the interconnectedness of the world		Emerged in response to ethnic diversity in the United States.
Curricular <i>Note.</i> (Gaudelli, 2003; Heilman, 2007; Landorf, 2009; Merryfield, 2001; Werner & Case, 1997).	Curricular	Curricular, instruction, and learning style

Table 4

*Global Education Compared to Human Rights Education*

	First Generation First Stage	Second Generation Second Stage	Third Generation Third Stage
Human Rights Education	Individual freedom and individual participation	Social and cultural equality	Individual responsibility combined with collective consciousness of human rights
Global Education	Individual	Respect for other cultures	Rights and responsibilities that span the globe

*Note.* (Landorf, 2009).

education programs (Alger, 1974; Anderson, 1991; Becker, 1979; Cushner, 1988; Hanvey, 1976; Kirkwood, 2001; Kniep, 1989; Merryfield, 1998, 2002a, 2010; Myers, 2006; Thornton, 2005; Tucker, 1990, 1991; Tye & Tye, 1992; Wilson, 1993, 1997, 2001).

Organizations such as The Alliance for Global and International Studies (AEGIS) also tried to delineate a unified conceptualization of global education by proposing that global education was about changing the way we teach about the world and prepare students for the world in which they will live. The constant change in the interconnectedness of the world made it difficult to find a blueprint for the conceptualization of global education (Tye, 1990). The National Council for Social Studies has shown consistent support of global education through publications such as *Social Studies and the World: Teaching Global Perspectives* (Merryfield & Wilson, 2005).

### **Global Education Compared to Multicultural Education**

United States' global scholars (Banks, 1993, 2006; Bennett, 1995, 1999, 2003; Merryfield, 1997, 2010; Wilson, 1997) acknowledged the links between multicultural education and global education, their mutual focus on culture, importance of knowledge, emphasis on human connections, multiple perspectives, respecting human rights, and combating prejudice and discrimination (Zong et al., 2008). Bennett (1995) noted that educators continued to make a case for both, multicultural and global education, throughout the 1970s and the 1980s. Bennett (1995, 1999) stated that the evidence of multicultural and global perspectives was not evident in classrooms but that she was optimistic about the marriage of multicultural and global education. Despite the separate histories, rationales, identities, and special interests associated with global education and multicultural education, there was sufficient similarity in their goals and content that made cooperation at least possible (Bennett, 1999).

Leestma's conceptualization of global education was the first to include a multicultural perspective (Alptekin-Oguzertem, 1997). In "Looking Ahead-An Agenda for Action", he stated:

It is essential for every citizen to understand more about the ethnic diversity and cultural pluralism of the world at large. For both educators and students, getting to know and communicate with people from other cultures at home and abroad is of fundamental importance for personal growth as well as for the survival and progress of mankind (Leestma, 1979, p. 234).

Becker and Anderson's (1969) views on multiculturalism were that as society became more globalized, people became more aware of their roots. There was no doubt a multicultural society existed in the United States, creating a pathway in education that flowed from area studies to global studies to multicultural studies. Thus, global education took into account multiculturalism. "Understanding a multicultural world was as important as preserving natural resources" (Alptekin-Oguzertem, 1997). One could not ignore the fact that cultures were always developing, growing, and changing (Alptekin-Oguzertem, 1997).

The concepts and pedagogy for both global education and multicultural education were similar with both focusing on cultural and cross-cultural understanding. Ukpokodu (1999) identified shared purposes for global and multicultural education. Both taught civic responsibility and encouraged students to develop skills of informed decision making on issues of equity. Although there were clear links between global education and multicultural education, important differences also existed (Banks, 1993, 2006; Ukpokodu, 1999). Distinctions between the two fields could be seen by considering that global education emerged as a response to the growing interconnectedness and interdependence among nations, while multicultural education grew out of tensions around intra-national diversity; it became a response to ethnic diversity in

the United States (Banks, 1993, 2006; Ukpokodu, 1999). Distinctions were made in the origin, justification, beneficiaries, proponents and opponents, policy profiles, and scope between multicultural education and global education.

Multicultural education developed in the United States as a reform movement to change educational environments so that students from diverse racial and ethnic groups might experience equal educational opportunities in school (Banks, 1993, 2006). Multicultural education focused more on the national context in American society. The scope included curriculum, instruction, the learner's culture and learning style, and aspect of school policy such as hiring and funding (Heilman, 2009). Global education focused on global citizenship and the scope was primarily on curriculum (Heilman, 2009). Multicultural education addressed cultural diversity, individual human rights and social justice within the legal, political, and social realm of the nation. Multicultural education was about "us". Global education was about "us and the other". These distinctions were becoming less and less clear because of immigration, global communications, and transnational identities.

### **The History of Global Education**

Interdependence among nations became apparent after World War II, and an era was begun to bring global and international interests to the curricula of the United States' schools. Interest in reform for the way youth were educated in the United States permeated all sectors-political, economic, and social. Early global education efforts provided some approaches to that need with proposals for systemic change in the way Americans taught about the world (Alptekin-Oguzertem, 1997; Tye, 2009). Since the birth of global education, circa 1950, political, economic, and social forces have been active, as well as individuals and organizations intertwined in the history of the global education movement. Table 5 highlights the

Table 5

*Historical Review of Global Education-Highlights by the Decade*

1960s	1970s	1980s	1990s	2000+
Birth of Global Education	Foundation Era for Global Education	Construction Era of Global Education	Decade of Maintenance for Global Education	Period of Renovation for Global Education
The Fulbright Act	“An Attainable Global Perspective”	Escalation of the Cold War	Bill Clinton elected as President	No Child Left Behind
Soviet Union’s launch of Sputnik	Foreign Policy Association	President Carter withdrew US from Olympics	Kenneth Tye	September 11, 2001
National Defense Education Act	Global Perspectives in Education (formerly the Center for War and Peace Studies)	Ronald Reagan elected as President	Jan Tucker	STEM
Vietnam War	James Becker	George Bush elected as President	Merry Merryfield	Kenneth and Barbara Tye
Civil Rights Movement	Lee Anderson	Star Wars	Toni Fuss Kirkwood-Tucker	Willard Kniep
Mutual Education and Cultural Act of 1961	Chad Alger	Attacks on Global Education		Merry Merryfield
International Education Act	Robert Hanvey	A Nation at Risk		Toni Fuss Kirkwood-Tucker
United States’ Moon Landing		Title VI Area Studies		

Table 5 (*continued*)

1960s	1970s	1980s	1990s	2000+
1969 Landmark Report		The American Forum for Global Education		
UNESCO		UNESCO		
The Center for Ware and Peace Studies		Global Awareness Program		
John F. Kennedy		James Becker		
James Becker		Jan Tucker		
Lee Anderson		Toni Kirkwood		
Robert Leetsma		Robert Gilmore		
		Kenneth Tye		
Chad Alger		Willard Kniep		

interconnected involvement of these forces, individuals, and organizations, by the decades. The historical review was presented through three lenses: political, economic, and social.

### **History through the Political Lens**

Defining global education and infusing it in the K-12 curriculum has been propelled by forward thinking educators throughout its history. Through the political lens, endorsement and support from the federal government for the efforts made by educators and proponents of global education gave legitimacy to the movement. When examining the federal government's involvement in the global education movement through the last sixty years, it was evident that some events marked advances in global education while others presented challenges and controversies.

With the onset of the Cold War at the end of World War II, some Americans saw communism behind all efforts to increase international cooperation; however, some educational leaders foresaw that the United States could not remain isolated forever from the rest of the world. A focus on the workings of the United Nations and efforts of the United States government encouraged global education (Alptekin-Oguzertem, 1997). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) proclaimed the need for world peace and a belief that international organizations could promote worldmindedness (Becker, 1979). UNESCO worked with all countries and therefore was reluctant to use one country's views of the world. The United States joined UNESCO in 1946 and Congress passed the Fulbright Act, which supported educational exchanges with countries around the world (Tye, 2009). The United States' membership in UNESCO signified a paradigm shift in the way the United States saw itself as a part of the world.

The Soviet Union's launch of Sputnik, the world's first man-made space satellite, in 1957, caused the United States Congress to pass the National Defense Education Act in 1958 through its Title VI Program. This Act increased foreign language study and encouraged more students to pursue degrees in engineering (Alptekin-Oguzertem, 1997; Tye, 2009). Even more significant was the fact that while educational movements and initiatives for school improvement were defined, developed, and supported by individuals and scholars in the field they were legitimized by the federal government support (Becker, 1979).

### **1960s Birth of Global Education**

In the decade of the sixties, the focus of the American people was the Vietnam War and the Civil Rights Movement. People were concerned about poverty, riots, and reactions to the war. Even so, some advances were made in the global education movement with Congress passing the Mutual Educational and Cultural Exchange Act of 1961 and the International Education Act of 1966. The latter was not funded, but both acts increased the flow of Americans traveling to other countries and others from foreign lands coming to the United States (Tye, 2009). Through these acts, United States policy makers recognized that United States' students would need to understand and respect people from other economic, political, social, and cultural groups to be able to grow and prosper as a country (Landorf, 2009; Tye, 2009). John F. Kennedy brought global issues to the forefront when he talked about world hunger and the world quickly becoming a "global village." As the leader of the United States, he spoke about the need for global education to be a part of every classroom in every school in the nation (Adams & Carfagna, 2006).

The year 1969 held the significance of the United States' moon landing. In an interview with Alptekin-Oguzertem, Becker spoke about his perception that the moon landing supported

global education in a unique way. He stated, “For the first time in history, kids grew up with an image of the earth from the moon” (Alptekin-Oguzertem, 1997, p. 106). In that same interview, Becker suggested that the images of the moon landing have provided people “a different perspective of the earth and their relationship to it” (Alptekin-Oguzertem, 1997, p. 106). No longer was the world viewed as individual nations living in isolation.

### **1970s Foundation Era**

During the 1970s and 1980s scholars in the field of global education laid the foundation and constructed initiatives for global education to be a part of every child’s education. During the Carter administration, under the leadership of Ernest Boyer, Commissioner of Education, education that failed to teach students about the interdependence of all humans in an unstable world was condemned. In this period, fourteen states, including North Carolina adopted statewide guidelines for global education which set precedence for others to follow (Alptekin-Oguzertem, 1997). In 1981, Terell Bell, Secretary of Education, appointed a National Commission on Excellence on Education. This Commission published the report *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence, 1983), which recommended an increase in the number of math and science courses required for graduation (Tye, 2009). The agreement of the report was that the increase in rigor and requirements of a student’s education would build a base for global education and would enable the United States to remain a vital force in world affairs (National Commission on Excellence, 1983). Also in 1981, the Florida Advisory Council on Global Education was created using representatives from universities, schools, and educational agencies throughout Florida to create a state plan for global education; however, the political and educational climate of the 1980s was one of divided foci. By the mid-1980s global education was in the center of political and

curriculum controversy. Anti-global sentiments such as allegations that global education would erode patriotism, promote moral equivalence, and posit particular worldviews filtered from the national level down to the state level.

### **1980s Construction Era**

The construction era was a period in which the global education movement was built by the establishment of many organizations and the work of individuals as they battled controversies to the movement. Among the important developments of the 1980s was the escalation of the Cold War signified by “President Carter withdrawing the United States from the 1980 Olympic Games in Moscow, and Ronald Reagan being elected president partly because of his promises to restore respect for American might around the world” (Tucker, 1996, p. 51). One of Reagan’s campaign promises was to abolish the federal Department of Education. “Reagan also sought to trim federal education spending, and the net effect of the Reagan-Bush era was a substantial diminution of federal financial support in every aspect of education” (Urban & Wagoner, 1996, pp. 327-328).

Americans were being alerted to the serious nature of global realities in the 1980s by the specter of mass destruction and “visual, heart-rending reports of famine and struggles for survival in the developing countries of the world” (A history in progress (1970-1990), 1995). *Star Wars*, an American epic space film was in the making. The film depicted a fictional galaxy of many planets in which alien creatures and space travel were common. The most prominent element of *Star Wars* was the “Force”, an omnipresent energy that allowed users to perform supernatural feats. The “Force” could be used for good and evil and the film featured the battles therein (*Star Wars*, n.d.). Thus, at the same time, Americans were seeing life at two ends of the spectrum, struggling for survival and living in the future, both realities in which to prepare.

## **Major Attacks on Global Education**

### **First Attack**

The mid 1980s brought three major attacks on global education. The first attack came in Colorado when Tancredo, a former Colorado legislator served as director of Region VIII of the United States Department of Education based in Denver, expressed concerns about the values being taught through global education programs. A report, “Blowing the Whistle on Global Education” was published by Cunningham and circulated by Tancredo that criticized teachers in global education programs as promoting “communism, atheism, and anti-American ideas” (Tye, 2009). This document reportedly created a “wave of hysteria” in the Colorado schools (Caporaso & Mittelman, 1988). The report also influenced organizations nationwide to examine fault with global education programs (Schukar, 1993).

### **Second Attack**

The second attack came in Minnesota with a similar report, “The Radicalization of Minnesota’s Public School Curriculum: The Case of Central America.” Prepared by Kersten (1988), an attorney and parent in the school system, this was an exhaustive report based on the “Minnesota in the World and the World in Minnesota” global studies program in Minnesota. This report slowed the efforts of global education in Minnesota. It attacked the Minnesota Global Education Coalition and the Central America Resource Center and the materials produced for teachers (Schukar, 1993). Brock’s (1988) article, “Selling Globaloney in the Schools”, backed Kersten’s report.

### **Third Attack**

The third major attack on global education was in Iowa in 1991. The Iowa Department of Education had received a mandate from the Iowa legislature in the late 1980s to develop a

global education component in all subjects for K-12 schools; an activity/resource book was produced. Criticism of the book was directed toward its wording and its failure to present ethnocentric perspectives. “What is Global Education?” an article published in *Concerned Women*, (1991) is another example of the criticism that came primarily from Christian groups and parents and members of agricultural organizations. It contained complaints against Iowa’s Department of Education. An article published in the Cedar Rapids Gazette (February 14, 1991) by Helen Hunter warned the public that John Goodlad, an education “change agent” would be used to retrain the teachers in Iowa. The article, “What is Wrong with Global Education?” by Phyllis Schlafly (1986) criticized global education for eliminating patriotism, imposing particular worldviews, and brainwashing. All of these publications reflected a similar prejudiced approach to global education in Iowa. Most of the objections to the global education programs and materials were from Christian fundamentalist groups (Schukar, 1993), however, some attacks were from conservatives in government, who, according to Lamy (1991) rejected that there was any kind of equivalence in the world and that the United States was superior in all ways (Tye, 2009).

Furthermore, similar attacks swept across the country and were clearly articulated in political agendas driven by conservative, political right-wing individuals and groups (Tye, 2009). The result of the attacks on global education made states and educators alike cautious about using the term “global education” to identify programs (Tye, 2009). States did not want to use the term “global education” because of the fear of too much negative reaction from state legislatures who thought it was un-American or tended to make the study of America less important. Terms such as “Education for a Global Age” and “Schooling and Citizenship in a

Global Age” were more widely accepted in developing guidelines for global education (Alptekin-Oguzertem, 1997; Tye, 2009).

Amid the controversy, the presidential elections in the last years of the twentieth century kept a glimmer of hope for global education in the United States. George H. Bush was elected President in 1988, vowed to become an “education president” (Urban & Wagoner, 1996). Bill Clinton was one of the chief advocates of “global perspectives in education” at the governor’s conference in Traverse City, Michigan in 1987. He became the United States president in 1992 and served two terms, taking us to the new century (Alptekin-Oguzertem, 1997).

### **1990s Decade of Maintenance**

The 1990s were considered the decade of maintenance. Although global education was gaining support in the nineties, controversies plagued the movement concerning what, when, how, and where it should be taught or placed in the curriculum. As a way of avoiding controversy, the terms “international education” or “multicultural education” or “global perspectives” were used for projects in the schools. Tye (1990) described opponents of global education as those holding one of two sets of values and beliefs that were perceived to be threatened by the global education movement. One group was concerned about secular humanism. This group felt that their religious beliefs would be threatened. They were warned “be aware of these false teachers as proclaimed in God’s Word” (Alptekin-Oguzertem, 1997). The second group was concerned that global education compromised the emphasis on American ideals throughout the world (Tye, 1990, p. 137). They thought “good teaching” defended the country’s sovereignty and patriotism and the global education reform threatened this “good teaching” (Alptekin-Oguzertem, 1997).

## **2000 Period of Renovation**

The new millennium began with President George W. Bush in office who initiated the No Child Left Behind legislation. This legislation was based on high-stakes testing and national standards. While this legislation has helped highlight educational gaps between racial groups, little success in overall school improvement based on the No Child Left Behind legislation has demonstrated a need to prepare students for more rigorous work in science, technology, engineering, and math (STEM) courses (Committee on Education and Labor, 2007). In the years since September 11, 2001, researchers and advocates of global education have become more numerous and cover a wider political and social spectrum.

Using the political lens, it was apparent that governmental influences, both national and international, impacted the global education movement in the United States. There have been periods and efforts of support and times of retreat to old ways of thinking and doing business. Tye (1991) proposed that real change could only occur when it was propelled by society. Circumstances, situations, and technologies in the world today were propelling changes in education to a point beyond retreating to the old way of doing things.

### **History through the Economic Lens**

Funding for global education has changed with the tide of political support. During the times of government support, funding for global education was readily available, but when controversy abated the movement, funding was virtually nonexistent. Educators committed to the movement, however, stood firm and continued to seek funding from alternate sources when it was not provided by the federal government.

The most significant outcome of the Soviet's success in space exploration was the impetus it gave to federal funding of public education in the United States (Alptekin-Oguzertem,

1997; Tye, 2009). Federal financial support was needed to capitalize on the momentum for global education, build academic structure, and spread beyond the elitist institutions. When the federal government took a stand to support global education efforts, it gave credit to the global education movement even if it did not provide the funding (Becker, 1979).

### **1960s Birth of Global Education**

The year 1969 was noted as the birth of global education through the landmark report entitled *An Examination of Needs, Objectives, and Priorities in International Education in United States Secondary and Elementary Schools*. This report was also referred to as “the 1969 Study” or the “Becker/Anderson Report”. It was written by James Becker and Lee Anderson for the Foreign Policy Association and because it was funded by the United States Office of Education, the report was prominent in history (Tucker, 1996). The purpose of the 1969 Study was to determine where the field was and what kind of goals, objectives, needs, and guidelines might be used to improve and expand global education.

### **1970s Foundation Era**

In the mid-seventies, the Foreign Policy Association was about to go out of business due to faltering support of the global education movement (Alptekin-Oguzertem, 1997). The Center for War and Peace Studies coined the term “global perspectives” and changed their name to “Global Perspectives in Education” in 1976 in an effort to gain support. This organization focused on international education at the pre-collegiate level. The hopes of all who labored in this area were raised when the National Endowment for the Humanities made a major grant to the Global Perspectives in Education organization (later called The American Forum for Global Education) to help conceptualize global education (Alptekin-Oguzertem, 1997).

Often, foundations would offer financial support when federal funding for global education programs was not provided (Alptekin-Oguzertem, 1997). Global education at the pre-collegiate level was not a priority for the big foundations, such as the Ford and Rockefeller Foundations. The Ford Foundation spent millions of dollars on area studies at the collegiate level but not on global education at the pre-collegiate level. Organizations looked to smaller foundations such as New World Foundation, Longview Foundation, and the Danforth Foundation for their support.

For example, the Danforth Foundation provided one million dollars over a five year period (1983-1988), for global education (Alptekin-Oguzertem, 1997). In 1988, a report was prepared by Torney-Purta for the Danforth Foundation. Her report noted that through influential initiatives, significant contributions were made to global education such as material about the world and other cultures infused into school courses, the presence of teachers in schools prepared to deal with this content, the existence of collaborative university relationships, and the prominence of international education in local and state mandates (Torney-Purta, 1988, p. 1). Also, foundations gave financial support to schools willing to develop and pilot global education programs (Tye, 2009).

### **1980s Construction Era and 1990s Decade of Maintenance**

Funding in the 1980s and 1990s waxed and waned in tandem with the support given to the global education movement. United States' businesses saw economic stagnation and changes in the competitive world markets in the 1990s (Alptekin-Oguzertem, 1997). A new intensity for global education was seen in the number of conferences, materials produced, educational reform reports, and major projects implemented across the country. Some of these programs, however, no longer existed due to a lack of funding (Tye, 2009). These programs and organizations

advanced the global education movement in their area but served as an example of the piece-meal implementation across our nation during this time.

## **2000 Period of Renovation**

At the end of the 20<sup>th</sup> century it became apparent that the United States was losing prominence in the areas of economics and education. The stagnant economy and falling test scores were considered evidence that the education in the United States was failing (Committee on Education and Labor, 2007). The first decade of the 21<sup>st</sup> century was seen as a period of renovation for global education. Infusing global education in the curriculum and teaching with a global perspective may secure the future of the children, and the United States as a nation. Activities now offered in schools and universities across the country included travel, instructional materials, in-service training for teachers, provided technology to advance teaching and learning about the world, study abroad programs, and teacher and student exchange programs. Support was seen in educational organizations, businesses, and state governments (Tye, 2009).

### **History through the Social Lens**

The development of global education through the social lens overlaps the political and economic lenses, and small increments of support and funding have enabled and sustained the global education movement. The social lens captured the global education movement through dedicated educators, schools, and the preparation of young people through the development of the curriculum.

Ironically, it was the Cold War that led to a decade of investment in global education (Tye, 2009). The establishment of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) was considered to be one of the most important events in the field of

global education in the postwar era (Becker, 1979). One of UNESCO's major initiatives was The Associated Schools Project Network which was a global network of 8,000 educational institutions in 177 countries that worked to support quality education.

### **1960s Birth of Global Education**

About the same time, the Center for War and Peace Studies of New York was created in the late 1960s as a national, non-profit, non-partisan educational, research, and consulting agency designed to work on the international dimension of the problems of conflict and social change. This organization was instrumental in promoting global education (Tye, 2009).

The 1969 landmark report entitled *An Examination of Needs, Objectives, and Priorities in International Education in United States Secondary and Elementary Schools*, written by Becker and Anderson was based on the belief in civil rights for all humans to be treated as equals (Landorf, 2009; Tucker, 1996). The report focused on problems and issues that cut across national boundaries and rejected the idea of global education as a study of the collection of individual nations. Looking at the world as a whole rather than through the nation-state-centric perspectives was one of the major themes of the study. Concepts and ideas presented in the study would later be called “global education”; however, this was not a term widely accepted at the time (Alptekin-Oguzertem, 1997; Tucker, 1996; Tye, 2009). At the time this report was presented, a lot of interest in global education was generated. The report was significant because it was the first comprehensive rationale for global education (Tye, 2009). Becker and Anderson (1969) called for an education that would prepare individuals to live in an interdependent world, having the competencies to live intelligently and responsibly as individuals and members of a global society. Individuals would need knowledge of the world and skills to solve problems of the human race and problems of the earth (Alptekin-Oguzertem, 1997).

Leestma (1979), Associate Commissioner for International Education and Director of the Office of Education's Institute of International Studies, supported Becker's point about the moon landing in his article, "Looking Ahead- An Agenda for Action," by citing Astronaut Frank Borman of Apollo 8, who described his feelings as he rounded the moon in 1968, "it really is one world" (Leetsma, 1979, p. 237). Borman saw the earth as a small disk, a hunk of ground, water, air, and clouds floating around in space, one world. Leetsma (1979) contended that the elements of global education were unity and diversity, international human rights, global interdependence, intergenerational responsibilities, and international cooperation. Alger reflected that the moon landing was very important because it helped us to see vividly that the earth was one world with no boundaries; what we should have seen before, but didn't (Alptekin-Orguzertem, 1997). Many space explorers including Russian cosmonaut, Valatin Lebedev, Wubbo Ockels from the Netherlands, Yuri Glaskov of the USSR, and Muhammad Ahmad of Syria, all returned to earth with the vision of one earth, no boundary lines and a desire to care for the earth as a whole and to treat fellow human beings with the same spirit (Gerzon, 2010).

### **1970s Foundation Era**

The decade of the seventies was known as the foundation era of global education. The global education movement was recognized, accepted, and the foundation built during this decade. Becker and Anderson provided critical leadership to the global education movement throughout the 1970s and until the end of the twentieth century. Becker had several publications that promoted global education practices in schools. First, *Global Dimensions in U.S. Education: The Secondary School* (Becker & East, 1972) provided an overview of secondary education programs and included an appendix of objectives for a global approach in secondary schools. Second, *The Wingspread Workbook for Educational Change Agents* (Becker & Hahn,

1976) described global education practices and programs for schools. Third, *Schooling for a Global Age* (Becker, 1979), included many writings from the global education leaders of the time. It was Becker's second chapter, "The World and the School: A Case for World Centered Education" that earned him the title, "father of global education" (Tye, 2009). The chapter highlighted his efforts in working to make connections between theory and practice in global education (Tye, 2009). Becker created a model for global education projects through the Mid-America Program for Global Perspectives at the University of Indiana in which states could identify their interdependence with people and nations around the globe (Tye, 2009). These projects included Mid-America Trades with the World, Interdependence: Indiana and the World, Kansas in the World, and the World in Kentucky (Kirkwood-Tucker & Goldstein, 2007). Becker clearly laid a foundation for global education through his publications and projects in the 1970s.

Anderson gave credibility to the field of global education through numerous presentations and articles by offering a strong rationale for global initiatives. Anderson (1976) published his first work, *Windows on Our World* which represented his position on global education. By the end of the 1970s, Anderson had several publications in the field of global education. *Schooling and Citizenship in a Global Age, An Exploration of the Meaning and Significance of Global Education* (Anderson, 1979) introduced the "J Curve". The "J Curve" was a graphic representation of change that grows by doubling. The rate of change may be slow for a long time and then it dramatically accelerated. When this was graphically plotted, it resembled the letter J. The line was horizontal and suddenly bent and became almost vertical (Anderson, 1979). The "J Curve" explained the exponential increase in many global phenomena such as population growth, energy consumption, and environmental issues. This publication was endorsed by several leaders (Merryfield, Janchow, & Pickert, 1997; Tucker, 1988) in the field of

global education as one of the best rationales for global initiatives written at the time. Lee Anderson and his wife, Charlotte Anderson, wrote “A Visit to Middleston’s World-Centered School: A Scenario”, in the first chapter of *Schooling for a Global Age*, a fictional account of how schools would be designed to carry out the programs in world-centered education (Tye, 2009).

The idea of linking the cultural, economic, and political aspects of one’s home region to the world and the world to the region came from Alger’s (1974) work, *Your Community in the World, the World in Your Community*, at the Mershon Center at the Ohio State University. The work was prominent in the field of global education (Alger, 1974). Alger and his political science graduate students studied the ways that religion, business, medicine, labor, education, agriculture, sports, and media in Columbus, Ohio were linked to the world and the world to Columbus, Ohio (Alger, 1974).

A major grant made to the Global Perspectives in Education organization (later called the American Forum for Global Education) initiated a project to conceptualize global education (Alptekin-Oguzertem, 1997). It was through this project that Hanvey (1976) developed his paper, “An Attainable Global Perspective,” which galvanized thinking about the field (Tye, 2009).

Hanvey identified five dimensions of a global education. Other dimensions could be added but the breadth of the list of dimensions was well rounded and covered all aspects of a global education (American Forum for Global Education, 2004). Hanvey influenced global educators to think beyond international relations among nation-states. His focus on the state of the planet awareness and global dynamics led to understanding globalization, and the idea of perspective consciousness helped Americans to consider multiple perspectives (Kirkwood,

1995). According to Kniep, Hanvey's paper has stood the test of time. It is cited in almost all literature on global education. Kniep (1986) wrote "In many ways it is a classic in the literature of global education". The paper is still found to be pertinent, in demand, and valid today (American Forum for Global Education, 2004). "We hope this paper will continue to stimulate analysis, and development, so that we can learn how to educate American citizens to deal more competently with the challenges of interdependence in their daily lives" (American Forum for Global Education, 2004). The educational goal was not that every individual must be brought to the same level and that standardized educational effects were required, but that the elements of a global perspective might be a variable trait among the members of the population. This would move the population in the direction of a more global perspective (American Forum for Global Education, 2004).

### **1980s Construction Era**

"Many of the trends in global education that began in previous decades continued in the 1980s" (Smith, 1989). The 1980s began as the construction era of global education and was considered the assembling stage. Global education was being constructed at different levels (elementary and secondary) by different groups. The Title VI Area Studies provided instructional materials, in-service training for teachers, and travel-study courses (Tye, 2009). In 1988, Global Perspectives in Education merged with the National Council for Foreign Language and International Studies to create The American Forum for Global Education. The period from 1970-1995, Robert Gilmore and other individuals systematically built a dynamic and productive organization. Their efforts have been concentrated on improving global perspectives in education. The American Forum for Global Education was responsible for mobilizing a group of university scholars, business leaders, and elementary and secondary educators to create a solid

organization for an area that previously lacked support (Alptekin-Oguzertem, 1997; Tye, 2009).

While the efforts of bringing the field under one umbrella organization were underway in the United States, international activity aimed at integrating the same approaches in a wider scope through UNESCO was happening worldwide (Alptekin-Oguzertem, 1997; Tye, 2009). Two programs instrumental in the construction of the global efforts of the 1980s were the Global Awareness Program and the Center for Human Interdependence.

### **Global Awareness Program**

In 1981, The Global Awareness Program (GAP) at Florida International University was developed as a response to the Florida State Board of Education that beckoned the emphasis on global perspectives in school programs. The school-university partnership between the Global Awareness Program and Florida International University and the Miami-Dade Public Schools was informed by the system's goals of ensuring academic excellence. Abundant funding came from the Danforth Foundation, Hitachi Foundation, US-Japan Foundation, United States Department of Education, Dade County Public Schools, and the Dade-Monroe Teacher Education Center, Florida Department of Education, Florida International University, the Joyce-Mertz Gilmore Foundation, the Longview Foundation, Social Issues Resources Series, and the United States National Commission for UNESCO (Merryfield, 1992). The purpose of the Global Awareness Program was to globalize the teacher education program at Florida International University as well as implementing global education programs in the Miami-Dade County Public Schools. The Global Awareness Program played a major role in hosting conferences which led to more and more teachers and administrators being trained and provided opportunities to give input for future implementation strategies.

With Mikhail Gorbachev as the head of state in Russia in the mid-1980s, the need for reform in the educational system was a major concern. In the summer of 1987 a conference was held in the southernmost city of Russia, Sochi, to develop a concept paper that addressed educational reform. The Russians wanted to develop relationships with lead countries of the world to study their educational systems. The United States was the first country chosen to explore. The Russian delegates had been invited to visit the United States by Howard Mehlinger, Indiana University. Their first destination was Chicago, to attend the American Education Research Association (AERA) conference. They attended a second conference in Biscayne, Florida, reluctantly after being overwhelmed at the first conference. This conference was pivotal in the growth of global education. United States' global scholars and Russian delegates who were exposed to global education for the first time found that this conference provided exactly what they were looking for: an idea and a concept. It matched their vision of school reform; being open to global problems of the world and respecting diversity. They learned from scholars in the field about global education and global citizenship. This union of American global educators and the Russian delegates resulted in an invitation for Jan Tucker and Toni Kirkwood to present at an international conference in Russia in 1991. From the international conference came a partnership between the Russian Ministry of Education, Florida International University, and the Dade County Public School resulting in faculty and student exchanges. Students in the Dade County Public Schools, led by Kirkwood, coordinator of the International Global Education Program, had the opportunity to participate in a project to directly help the Russians in a famine crisis they faced in the mid-1990s (Cruz & Bermúdez, 2009).

The Global Awareness Program had enormous success in the beginning; however, permanency and sustainability was not achieved. It was influenced by national, state, and local

forces, such as standardized testing and accountability. By the mid-1980s, global education was in the center of political and curriculum controversy. The anti-global feelings at the national level filtered down to the state level, greatly influencing funding. While global education was under attack, the Global Awareness Program was spared the criticism given to other programs. The Global Awareness Program carried on until 1994 when the Dade County Public Schools closed the doors on this program (Cruz & Bermúdez, 2009).

### **The Center for Human Interdependence**

The Center for Human Interdependence (CHI), formed in 1985 at Chapman University in Orange County, California, completed a study of eleven collaborating schools organized in feeder systems. This study was based on principles from previous work by John Goodlad who was studying the change process. The Center for Human Interdependence program supported a variety of activities in the participating schools (Tye & Tye, 1992). The project was completed in 1991 and made a significant contribution by using a framework and methodology derived from Symbolic Interaction Theory (Blumer, 1969). The symbolic interaction theory focused on the interaction of people within their daily contexts, as they interpret their experiences and attach meaning to them. This theory was well suited for the Center for Human Interdependence study placing an emphasis on the eleven individual schools and the people working in them (Tye & Tye, 1992).

### **1990s Decade of Maintenance**

In the 1990s, a decade of maintenance, Becker continued to advocate that international/global studies should be viewed as interdisciplinary. Studies should involve the arts, humanities, sciences, technology and mathematics as well as foreign languages and the social studies (Alptekin-Oguzertem, 1997). Nussbaum (2002) and Gutmann (2003)

acknowledged the critical need for ethical and moral citizenship that facilitated respect. Gardner (2006), noted for his studies with multiple intelligences, identified five cognitive abilities needed to live successfully in the 21<sup>st</sup> century. “At the end of the day we do not need more of the best and the brightest, but we need more of those who have good character” (Gardner, 2006). These researchers validated the links between human rights and global education and the infusion of them into today’s curriculum (Landorf, 2009).

## **2000 Period of Renovation**

The first decade of the 21<sup>st</sup> century, a period of renovation for global education, was focused on school improvement (Tye, 2009). The central purpose of global education was based on the necessity of preparing students for the increasing interconnectedness among people and nations that was characteristic of the world today (Zong et al., 2008). Opportunities to provide students with reality-based education and understanding the world were the components for global education (Cruz & Bermúdez, 2009).

## **Teacher Preparation for Infusing Global Education**

Successful implementation of global education in the nation’s schools depends upon the degree to which teachers effectively implement the curriculum in the classrooms. Teacher preparation and in-service professional development are major components in the design of a model for global education.

Associates have debated whether the best approach to global education would be to add courses to the curriculum or to “infuse” the curriculum with a global perspective. Infusion has been the most common approach (Kirkwood, 1987; Kniep, 1986; Kirkwood-Tucker, 2009c; Tye, 1991). Infusion includes everyone on the faculty and enables students to be exposed to issues in several contexts. By infusing global education throughout the curriculum, the opportunity for it

to be seen as a “pet concern” of certain teachers has been denied (Tye & Tye, 1992). Global education must go beyond history or social studies (Adams & Carfagna, 2006). Martha Kanter, Under Secretary of Education, reinforced that global perspectives cannot be seen as an add-on but rather infused into the curriculum (VIF, 2010). Global education was not a unique academic subject, but transcended all subjects to develop skills in information selection and information processing. The media supplied a huge amount of data each day. Today’s students need to learn how to discern this multitude of information in order to make decisions and problem-solve issues at hand. Selecting and processing information required students to have opportunities in the classroom to make choices (Becker, 1973). Teacher educators and scholars all agreed that a global perspective was a holistic approach that helped students to understand themselves and their relationship to the world (Avery, 2004; Kirkwood-Tucker, 2003; Tucker & Cistone, 1991).

Many publications suggested how individual teachers have tried to infuse global education strategies in their classrooms (Benitez, 2001; Cruz, 1990; Kirkwood, 1995; Merryfield, 1998; Tucker, 1983; Zong, 1995). Global pedagogy is teaching and learning global content in ways that support global education (Merryfield, 1997). Research found that the practice of global pedagogy encouraged student curiosity and interest, made students aware that their opinion was not universal, and taught them an awareness of their own values as well as those of others (Abdullahi, 2004; Hanvey, 1976). Becker (1991) suggested that teaching global perspectives must be done in an integrated, interdisciplinary curriculum. One argument about the infusion approach was that some teachers may not have the necessary skills and information to infuse global perspectives in their classroom (Diaz, Massialas, & Xanthopoulos, 1999).

The first teacher education program for pre-service teachers to learn how to teach global perspectives began at the Center for Teaching International Relations (CTIR) at the University of

Denver in 1969. Other programs ensued throughout the 1970s. Progress on the development of these programs was hampered in the 1980s by attacks on global education (Merryfield, 1991; Schukar, 1993; Tucker & Cistone, 1991). Merryfield (1991) discovered that most teachers who taught from a global perspective had been introduced to these strategies through brief in-service education programs and professional conferences.

Effective teaching of global education required the recognition of a critical teaching moment (Merryfield, 1993). Three common practices in global education classrooms were interdisciplinary concepts, model inquisitiveness and skepticism, and participatory learning. These practices provided meaningful learning (Abdullahi, 2004). Issues-based education was a part of global pedagogy and issues-based curriculum encouraged students to argue controversial issues while giving them a sense of being a global citizen. The issues-based strategy, when used with higher level Bloom's taxonomy, caused students to think critically and evaluate the global events or issues (Benitez, 2001).

Teachers needed to be adequately prepared in order to teach students 21<sup>st</sup> century skills, global knowledge, and global perspectiveness. Preparation needed to be addressed in both pre-service teacher education programs and continued professional development for those teachers already working in the field (Tye, 2009). Teachers are the heart and soul of education. Their attitudes, knowledge, and skills shape their students for global citizenship (Kirkwood-Tucker, 2009a).

Anna S. Ochoa (1986) in "Internationalizing Teacher Education," said that teacher education programs have been slow to respond to the call for greater attention to global perspectives. Research posited that teacher education may be the means to education reform and that starting at the elementary level was the appropriate level to start (Anderson, 1982; Ochoa,

1986; Tucker, 1982, 1990). Charlotte Anderson was responsible for first integrating global perspectives in an elementary textbook using Alger's "your community in the world" idea. Anderson advocated that "the most effective strategies used in global education are 'link lessons' which illustrated the many ways people around the world were linked to one another" (Anderson, 1982, p. 172). Americans had a strong sense of ethnocentrism, a "we" and "they" mentality (Adams & Carfagna, 2006). The tendency of ethnocentrism has been reinforced by history over the last two centuries. Americans had stressed values such as being enterprising and self-sufficient, therefore limiting views of potential contributions from the rest of the world (Becker, 1979). Curriculum materials and perspectives were based on this ethnocentrism (Adams & Carfagna, 2006). More educators saw the need to teach from the perspective of bringing the world into the classroom and teaching from a world-centric view rather than an ethno-centric view (Kirkwood, 2001). Merryfield (1997) has done extensive research with teacher education programs and their inclusion of global perspectives. She noted that The National Governor's Association's report of 1989 stated that teacher preparation was inadequate in global education and was a major obstacle in the ability of the United States to meet the economic, political, and cultural challenges of today's world (Merryfield, 1997). In Merryfield's (1997) work, *Preparing Teachers to Teach Global Perspectives: A Handbook for Teacher Educators*, she reported:

Today, teacher education in global perspectives is mandated by the National Council for Accreditation of Teacher Education in the 1995 NCATE Standards and supported through many activities of professional organizations such as the American Association of Supervision and Curriculum Development, the Council of Chief State School Officers, and the National Council for Social Studies. (p. 1)

Tye (1999) explained the pedagogy of global education in terms of descriptive and normative teaching. Descriptive teaching of global education was teaching about how the systems of the world work and how humans interact within those systems. Normative teaching about global education was teaching students to analyze issues and problems that have value positions in order to take appropriate action. Some global educators adhered to the descriptive teaching which was needed in United States schools because research shows (Tye, 2009) the majority of American students lack knowledge of the rest of the world. Normative teaching about issues was often controversial and many educators shied away from it; however, it seemed that society, both politically and economically, was changing and would affect the deep structure of schooling. It was a time that global education could be more fully embraced (Tye, 2009).

Global education, knowing how the systems of the world work, must be as important as reading, writing, and arithmetic. Teachers who were knowledgeable about the world and who could incorporate analytical and critical thinking abilities needed to be recruited into teaching. Teacher education and instructional materials would also need to be improved.

Gene Carter, executive director of the Association for Supervision and Curriculum Development stated, “We must better prepare our students to succeed in an increasingly competitive world. This can’t be accomplished with a 20<sup>th</sup> century education model” (Carter, 2008).

### **Professional Development**

Providing a global education for students, educating the whole child for the whole world, necessitated more quality professional development to prepare teachers for this challenge. Ongoing and supported professional development was needed for teachers to continue developing their learning and skills in a world characterized by rapid change (Tohill, 2009).

Professional development has shifted from teaching a set of skills and competencies to teacher learning (Sparks, 2002; Stoll, Earl, & Fink, 2003). School improvement in the first half of the 20<sup>th</sup> century was focused on the search for better tests, textbooks, and curriculum, rather than ways to improve teacher effectiveness (Darling-Hammond, 1996). Joyce and Showers (1996) have sought to identify the qualities of effective professional development. They found that design made a difference. “One size fits all” training for adults was just as inappropriate as assuming all students were the same. Professional development must be designed for various knowledge and skill levels taking into account the stages of the professional lives of teachers (Moore, 2006; Wycoff, Nash, Junture, & Mackay, 2003).

Joyce and Showers recognized that until the professional development was implemented in the classroom, there was no link to student achievement or outcome. They also suggested that the professional development should help teachers learn how to learn (Joyce & Showers, 2002). This was a 21<sup>st</sup> century skill that needed to be transferred to our classrooms for student success. Joyce and Showers (1996) have identified the following four categories of professional development activities: presentation of theory, theory and modeling or demonstration, theory demonstration and opportunities to practice with low-risk feedback, theory, demonstration, practice, and follow-up through coaching, study groups, or peer visits (Bradshaw, 1997; Joyce & Showers, 1996). Theory answers the “why” questions, demonstration allows teachers to see a new strategy rather than leaving it to the imagination, and practice in the training setting with non-threatening feedback allows teachers to learn new strategies and sustain their practice in the classroom. At least twenty-five trials of this practice were required in the classroom to ensure that the new skills would not be lost. Still, nearly all teachers need the support of others as they make this transfer (Joyce, Showers, & Bennett, 1987).

Prior to 1980, professional development primarily took the form of a “dog and pony show” where theory and information was presented in a one-shot workshop. Evaluations showed that less than ten percent of teachers made changes in their teaching practices based on this professional development (Bradshaw, 1997). Fullan (2001) contended that this type of professional development was ineffective because the topics were selected by people other than the teacher receiving the in-service training and follow-up was rare. Results were only slightly better when theory and demonstration were included in the presentation. When practice was added to the presentation, many more teachers were able to demonstrate the new practice but still few were able to make the transfer to their classroom (Bradshaw, 1997). When the professional development includes presentation of theory, demonstration, practice with feedback, and coaching or follow-up over time, the transfer of knowledge to the classroom and the instructional improvement were significantly increased (Joyce & Showers, 2002).

According to the research, effective professional development was well-planned when it involved the participants in the planning and provided the training that included presentation of theory, demonstration, practice with feedback, and follow-up procedures after the training. The design of the training needed to be closely related to the intended outcomes and needed the commitment and support of everyone (Joyce & Showers, 2002; Tohill, 2009; Tuomi, 2004).

The follow-up component was vital and was most often missing in professional development opportunities. Again, the work of Joyce and Showers told us that follow-up after the initial training was vital to insure the transfer of new skills to the classroom. The follow-up component may have been a part of the school’s organizational structure, but if it was not, it must be a part of the training design (Joyce & Showers, 2002).

The highest level of follow-up was coaching (Joyce & Showers, 1982). Coaching was defined by the observation of teachers using new skills by a trained observer who provided feedback. One effective method of coaching was peer coaching (Showers, 1984). In addition to observing the application of new skills in the classroom, peers provided companionship and collegiality. This also reduced teacher isolation. Joyce and Showers (1982) have tried to establish peer coaching as a method for teacher improvement.

Showers (1984) defined the five major functions of peer coaching as companionship, feedback, analysis, adaptation, and support. Coaching contributed to the effective transfer of new skills. Coached teachers practiced new strategies more often and with greater skill, adapted the new strategies to their own goals and contexts, retained and increased their skill level over time, more often explained the new strategies to their students, and demonstrated a clear understanding of the purpose and use of the new strategies. Teachers learned from one another through planning instruction, developing materials, observing one another work with students, reflecting on their behaviors and how they impact student learning (Joyce & Showers, 1996).

Studies have concluded that the administrator's role was the major factor for success of new programs and teacher improvement (Tohill, 2009). Also critical to effective implementation of professional development was the principal's involvement. The administrator's role would also have included effective ways of monitoring the professional development activities to ensure student success (Joyce & Showers, 2002). A characteristic of effective professional development was the support and participation of school principals and district leaders (Lopez-Sims & Empey, 1987). Strong school leadership and cohesiveness was essential to training effectiveness (Joyce & Showers, 2002).

“America needs well-informed principals to focus on ensuring high-quality educational experiences for all students. This means improving the instruction in every classroom. It is no longer a luxury to conduct professional development in our schools” (Lindstrom & Speck, 2004, p. x). Joyce and Showers suggested that professional development could be more effective and could support teachers and principals better if they not only suggested time for collaborative working but helped them solve the problem of finding the time needed; ensured that peer coaching teams were established in the training; and provided structures or formats for collaborative planning (Joyce & Showers, 2002). Evaluation of learning was important to know what to do next. Teachers employed methods to evaluate student learning in quick and simple ways. Teacher learning could also be evaluated in simple ways. One example would be to use practice logs in which teachers reflected on how often they have used a new practice, how it went for them, problems that occurred, and what help they need (Sparks, 1998).

A school culture of constant self-renewal would be focused on changing curriculum and instruction, people working together, and teaching together (Sparks, 1998). Professional development was more likely to succeed where there was strong district leadership, strong school leadership, a general climate of openness and trust between administrators and teachers, cooperative programs were separate from the evaluation process, a district focus, shared language about teaching, and resources were provided (Tohill, 2009).

Building on past accomplishments, current scholars in professional development made more efforts to develop teachers as managers of their own inquiry (Darling-Hammond, 1996). Efforts were also being made to differentiate professional development offerings to meet the needs of teachers in order to remain on the cutting edge in content and instructional practices. “Educators are lifelong learners who continue studying their content areas and honing their

instructional skills long after they complete the teacher preparation program” (Dettmer, 1998, p. 1). All teachers could learn powerful and complex teaching strategies when they participated in well-designed professional development (Joyce & Showers, 1982). Teachers became co-creators of the professional development system by participating in peer coaching, inquiry-based learning, portfolio development, and teacher study-groups (Sparks, 2002). This fell in line with 21<sup>st</sup> century skills of students becoming managers of their own inquiry. Hargreaves (2003), author of *Teaching in the Knowledge Society, Education in the Age of Insecurity*, argued that the content and form of professional development for teachers was closely linked to the outcomes we expect of students. He wrote, “teaching for the knowledge economy fosters and thrives on: creativity, flexibility, problem-solving, ingenuity, collective intelligence, professional trust, risk taking, and continuous improvement”. Collaboration and inquiry were essential elements of effective professional development and were essential for change of transformation of practices by teachers (Deppeler, 2006).

Based on the research for the need of professional development, the design of professional development, and the implementation of professional development strategies to inform change in our schools, global education as the content may drive the vehicle of professional development to prepare students and teachers to be informed and active citizens of the 21<sup>st</sup> century. Teachers are the heart and soul of the educational process. “Their attitudes, knowledge, and skills shape those of their students for global citizenship (Kirkwood-Tucker, 2009a). Relevant learning for teachers through professional development was developed by inquiry/research activities, peer observations, feedback to each other, reflections, and discussions and exchanging ideas (Tohill, 2009).

In the 1984 global education program in the Dade County Public Schools, teachers were members of the Global Leadership Teams. Veteran teachers were identified to teach new teachers in their schools. They became a part of the district's cadre of teachers teaching teachers. Their enthusiasm and commitment led to presentations at state and national conferences which increased their professional skills (Kirkwood-Tucker, 2009b). These teachers exemplified themselves as "transformative intellectuals" (Giroux, 2004). This empowerment of the teachers led to their professionalization.

Gaudelli's (2003) work in the New Jersey schools was reflected by "when teaching and learning are viewed as intellectual endeavors, teacher professionalism becomes an essential characteristic of their career" (p. 141). These reflections corroborated with Merryfield's (1998) work in the Ohio public schools. The exemplary global educators used global pedagogy of social injustice, United States hegemony, and cross-cultural experiential learning. Globalization called for the United States' schools to continue to take steps to provide this "cutting edge" education, for students to be able to compete, communicate, and collaborate in the world in which they live (Gaudelli, 2003).

### **Models of Global Education**

The review of literature provided a foundation for increasing attention to teaching and learning from a global perspective. Studies were divided into two broad and sometimes overlapping categories. School-based research referred to studies in the K-12 setting and teacher education research referred to teacher education programs at the university level (Zong et al., 2008). Two studies conducted on opposite sides of the United States, one in Miami-Dade County, Florida (1984-1994), and the other in Orange County, California (1985-1989)

demonstrated the infusion of global education, student outcomes, and educational change in K-12 schools, as well as teacher education research (Zong et al., 2008).

### **Center for Human Interdependence (CHI) Study**

Tye and Tye's (1992) pioneer study used qualitative field-study methodologies to develop grounded theory about United States' schools and teachers' change process through professional development on global education in a university partnership. The Center for Human Interdependence (CHI) was an organization in southern California and a part of Chapman University devoted to helping teachers infuse global studies into their teaching. This organization developed a resource book for teachers and created the CHI Network Project which began in 1985 by forming a network of eleven schools; three high schools, four middle schools, and four elementary schools in eight school districts in Orange and Los Angeles Counties in California. The Network Project was a collection of school-based global education projects in each of the eleven schools. The CHI Project was based on Hanvey's model of five interdisciplinary themes of global education. The goal was to see global education infused throughout the participating school. Teachers participated on a voluntary basis and the staff at CHI worked collaboratively with the teachers to provide resources for their global education projects. The Network Project was conducted over a four year period, ending in 1989. Individual teacher projects included establishing telecommunication links with schools in other countries, developing a study of environmental interdependence, developing language and cultural courses, Model United Nations program, "Orange County in the World" where students explored some aspect of their community's connections to other parts of the world, and an International Sports Day held in May of each year on the campus of Chapman University where noncompetitive games from other countries were played.

Some teachers in the schools were infusing global perspectives into the curriculum before the project started and others started at the beginning, trying to attach meaning to the process. The CHI staff provided theme workshops, instructional materials, newsletters, and mini grants for the teachers which helped to develop the meaning of global education in the schools. Tye and Tye examined the meanings that teachers ascribed to their experiences with global education. They found that the majority of teachers cited cross-cultural understanding and an awareness of cultures were the major goals of global education. They also found that teachers who resisted global education either did not understand the field, were busy with other innovative ideas, saw global education as a frill, something extra, or perceived global education as un-American (Zong et al., 2008).

The competing demands of a teacher's time were noted as a reason for some teachers not participating in the project (Tye & Tye, 1992). Even teachers who were infusing global perspectives attested to the fact that there were many demands on a teacher's time. Some teachers that participated in the project continued incorporating global perspectives into their teaching after the four years and others began to incorporate global perspectives after the four year project. The schools in the project that flourished used global education as a way of integrating other school goals (Tye & Tye, 1992).

While the CHI Network Project was being conducted on the west coast of the United States, Jan Tucker, through the Global Awareness Program, a coalition between the Miami-Dade County Public Schools and Florida International University, was conducting his own study on the east coast. A Global Education Leadership Training Program was developed for the Miami-Dade County Public Schools (Zong et al., 2008). It was affiliated with the Global Awareness Program. The purpose of the Leadership Training Program was to develop experienced global

teacher leaders (Kirkwood, 1987). Principals were key components, recognizing teachers who were interested in global education and who could lead training sessions with their peers.

Teacher-training workshops were a most effective part of this program, using a “teacher training teachers” model. This teacher-assisted program was developed to infuse global education in all of the schools in Miami-Dade County. The program used the definition of global education by Robert Hanvey (1976) as a basis for the training. In Miami-Dade County global education was best taught through an “infusion” strategy rather than a separate course. This strategy was supported by Hanvey’s model (Kirkwood, 1987).

### **Miami-Dade Study**

Miami-Dade County included global education reform in two of its major system goals in 1981, resulting in a partnership with the Global Awareness Program at Florida International University and the Dade County Public School system. The process of integrating global perspectives into the schools was undertaken as an opportunity to serve as an example for potential implementation in other schools in Florida and the nation (Kirkwood-Tucker, 2009c). The implementation of the global education program in the Dade County Public School between 1984 and 1994 was comprised of six goals: (1) leadership training in global education across disciplines and grade levels, (2) development of global instructional materials, teaching strategies and a K-12 curriculum relevant in scope and sequence, (3) construction of individual school plans consistent with the feeder pattern configuration, (4) creation of interdisciplinary units that teach about the world’s regions and global issues, (5) application of the conceptual framework of the Hanvey (1976) model for developing curriculum and instruction, and (6) beginning with the second and third year, each feeder pattern of schools presented culminating

activities based on their theme for the year and in which students and community could participate (Kirkwood-Tucker, 2009b).

Miami-Dade County organized their schools for this project into a feeder-system, providing students with an integrated scope for their learning. The feeder pattern was beneficial to school administrators in framing their vision for students K-12 and considering long term organization and planning. The feeder pattern configuration allowed for the interdisciplinary teaching of cultural regions of the world reinforced with global concepts taught in the elementary, middle, and high schools (Kirkwood-Tucker, 2009b). A modern language magnet school was opened in 1988. This school represented a true global school, a model for the district, having all faculty members trained in global awareness at the beginning (Kirkwood, 1987; Kirkwood-Tucker, 2009b).

Improving student achievement through global education was the essence of the program (Kirkwood-Tucker, 2009b). The Global Education Leadership Training Program (GELTP) was a teacher teaching teacher's model. There were six stages of this training program. First, conceptualization provided teachers with a definition of global education and the conceptual framework of the Hanvey model. Hanvey's five conceptual themes formed the foundation of the teacher training program. The next stage was to conduct a needs assessment to identify resources and gaps that needed to be addressed in sustaining a global education instructional program in the schools. The design stage allowed teachers to create a school plan for individual schools. Content and strategies were shared with school staff to realize their school plans in the implementation stage. Teacher and student attitudes were reviewed to inform program development, maintenance, and revision of the program. The final stage was networking, which connected teachers with the Global Awareness Program, connected them with other teachers in

other global schools, and identified new materials and future training opportunities (Cruz & Bermúdez, 2009). In alliance with the Global Awareness Program, the Global Education Leadership Training Program was the foundation of teacher training and program development for the ten year period of this initiative (Kirkwood-Tucker, 2009b). The in-service training was offered in three components, introductory, intermediary, and advanced components for global awareness. Each component required twelve hours of training and teachers were given credits for recertification and could earn university credit hours for the professional development. Teachers were treated as professionals, being allowed to attend this training during school hours and substitutes being provided (Kirkwood-Tucker, 2009b).

The role of the school-university partnership was to strengthen teacher education reform and provide assistance to the school sites (Burton & Greher, 2007; Kirkwood-Tucker, 2009b). The university partnership heeded the advice of Fullan (2000), who cautioned that “each group must build its own model and develop local ownership”. Schools were selected incrementally to participate in the global education initiative. It began with one middle school whose administrators and teachers were interested in using global education to prepare students for a diverse world. The leadership teams of the schools were comprised of dedicated and enthusiastic proponents of global education; however, some teachers resisted involvement.

The global education program in Miami-Dade County was a positive agent for school change. The infusion of global awareness made the content relevant to students’ lives. The globally trained teachers were enthusiastic; they had freedom to be creative and flexible. Teaching became more student-centered and students were enthusiastic; they were engaged. Evidence of improved collaboration existed among the faculty and staff. Parents and community members were also involved by cooking ethnic foods and sewing costumes. An appreciation of

cultures emerged and the international student and community population was served (Kirkwood, 1987). The success of global education reform in the Dade County Public Schools was credited to the strong support from administrators. The administrators believed in the importance of global education; they democratically designed, planned, and implemented the program which increased student achievement and created a sense of bonding in the schools.

A second reason of success was credited to the teachers who understood the value and importance of teaching and learning about the world. Administrators cannot command change in the school; interested teachers must also be committed (Henderson & Hawthorne, 2000; Olivia, 2005; Tye & Tye, 1992). Finally, a third reason for the success of this initiative was credited to the students. They felt that teachers really cared about them and how the world related to their worlds. Other activities that enhanced global pedagogy in the Dade County Public Schools were an annual award ceremony honoring teachers and administrators for their contributions to the school and district and speakers in the schools provided by the International Visitors Bureau. Merryfield (1997) and Wilson (1984, 1993, 1997) argued for the importance of offering such experiential learning to promote cross-cultural understanding. The Model United Nations provided the opportunity for teams of students from various socio-economic backgrounds and of great diversity to intermingle and compete with school teams in the simulation. This was one of the most successful activities and is still in place today.

Resistance was noted in both the CHI study in California and the study in Dade County, Florida (Kirkwood-Tucker, 2009b; Tye & Tye, 1992). In both studies, there were enough teachers who were enthusiastic about global education that the resisters did not impede the development of the program. In time, some resisters joined the movement (Kirkwood-Tucker, 2009b; Tye & Tye, 1992).

Sustainability of the initiative was not experienced beyond 1994 although strong roots of global education established in the Dade County Public Schools persisted (Cruz & Bermúdez, 2009). In 1994, under new leadership, the Dade County Public Schools closed the doors to the partnership with the Global Awareness Program and Florida International University in a large scale restructuring effort of the Dade County Public Schools. New leadership followed by the adoption of No Child Left Behind legislation which infused high stakes testing and accountability as the focus for schools, led the Dade County Public Schools away from the global education focus (Cruz & Bermúdez, 2009). Many schools have continued the well-established program which provided desirable curriculum influence and student achievement (Warren & Peel, 2005). According to Warren and Peel (2005), the “university partners should create leaders not dependency” (pp. 346-352). Administrators and teachers continuing the global education programs today were relying on their own talents and expertise (Kirkwood-Tucker, 2009b).

### **Additional Studies**

In the first decade of the 21<sup>st</sup> century, the Asia Society created the International Studies Schools Network which was a national network of public schools dedicated to graduating students who were college ready and globally competent. Globally competent students were defined as having knowledge and skills to investigate the world, weigh perspectives, communicate ideas, and take action. The network consisted of twenty schools located in Texas, California, New York, North Carolina, Oregon, Connecticut, Massachusetts, Washington, DC, and Chicago. The student population in these schools was seventy-four percent low-income and 85% minority students. Students in these schools were out-performing students in schools of

similar demographics. These data provided evidence that high academic achievement and global competence could go hand in hand (Asia Society, 2010b).

Hanvey's conceptual themes of global education were seen in the characteristics of these schools. The first dimension of Hanvey's themes, a perspective consciousness, was most actively developed and demonstrated through the school partnerships. The curriculum studied in these schools had an emphasis and focus in international studies, giving students knowledge of global dynamics and state of the planet awareness, both dimensions of Hanvey's themes of global education. Students were immersed in the theme of cross-cultural awareness through the study of world language and opportunities to travel abroad. Awareness of Human Choices, the last dimension, was attained through critical thinking skills, problem-solving skills, and being culturally literate (Asia Society, 2010b).

Educators across the nation were implementing aspects of a global curriculum, but the reality of a well-designed global curriculum being implemented in every classroom, for all students, was still lacking because financial and structural support for global education did not exist in the nation's school districts. Thus, through the descriptive case study of the design and implementation of a model global program in a globally-themed elementary school, the literature on global education will be enriched and design elements of the model global program could be implemented in the nation's elementary schools.

### **Supporting Organizations of Global Education**

Supporting organizations of global initiatives in the North Carolina K-12 schools are Worldview at the University of North Carolina at Chapel Hill, the Center for International Understanding, and the Visiting International Faculty. Each of these organizations has

partnerships and memorandums of understanding with school districts in the state to include the Cumberland County School District.

### **Worldview**

Worldview was established in 1998 with a mission to support K-12 and college educators as they learned and taught about globalization and the skills needed in the 21<sup>st</sup> century.

Worldview collaborated with other international programs at the University of North Carolina, private universities, and global businesses. The organization worked to help educators internationalize schools, integrate global perspectives into every subject area of the curriculum, respond to rapid cultural and demographic changes and to promote foreign language training and international travel (Worldview, 1998).

### **The Center for International Understanding**

The Center for International Understanding is an organization under the auspice of the University of North Carolina that promotes global competence and awareness for North Carolina leaders, both present and future. The organization was established in 1979 and their goal was to make North Carolina a leader in the nation for global engagement in the state's schools. The Center for International Understanding has four focus areas: (1) the Latino initiative: imaginative leadership on immigration in North Carolina, (2) building global schools: partnerships between North Carolina middle and high schools with schools in Denmark, (3) creating Confucius classrooms of Chinese culture and language, and (4) global engagement by preparing North Carolina leaders to position North Carolina to take advantage of global opportunities (Center for International Understanding, n.d.).

## **The Visiting International Faculty**

The Visiting International Faculty, founded in 1987, supplies international teachers to United States' school districts and is by far the largest provider of international teachers. In 1995, the United States Department of State gave the Visiting International Faculty the authority to issue J-1 visas which permitted the Visiting International Faculty to sponsor foreign teachers for employment for three-five year terms. Teachers are recruited from countries around the globe; to help the Visiting International Faculty with this process are teacher recruiting organizations in the foreign countries, Visiting International Faculty alumni, and partnerships with the Ministries of Education and universities in the countries where teachers are being recruited. The Visiting International Faculty places teachers in school districts in eight states within the United States; however, the company is based in North Carolina and they enjoy a special status of being well known and accepted by school districts in North Carolina. A large amount of state budgeted funds were specifically earmarked by the state legislature for use by school districts on Visiting International Faculty programs (Barber, 2003; Holland, 2012; VIF Program, n.d.).

The Visiting International Faculty, a cultural exchange organization, was used initially to help school districts find elementary school foreign language teachers. In the 1990s teachers were recruited to work in the United States to fill hiring shortfalls during a teacher shortage (Barber, 2003). The Visiting International Faculty connected United States' schools with international teachers who encouraged and embraced diverse perspectives and employed critical thinking to discuss global issues (VIF Program, n.d.). International teachers, naturally, fostered global understanding and awareness in the classroom. The Visiting International Faculty used a rigorous selection process to identify quality teachers to serve in the United States' schools.

Farthing, manager of the North Carolina Association of Educators (NCAE)'s Center for Teaching and Learning, believed that the Visiting International Faculty was an effective exchange organization; however, she broadly agreed that the company had become more bureaucratic over the years and was concerned about problems in supporting the foreign teachers (Barber, 2003).

A former Visiting International Faculty teacher commented on her experience as a good one; however, now as a United States citizen and still teaching in the United States, she felt that the Visiting International Faculty "had become just a big business" and more focused on generating fees than on its original mission of cultural exchange. She believed that the company had become quite powerful in North Carolina by donating money to politicians and hiring retired state education department personnel (Barber, 2003). Interviews with Visiting International Faculty teachers in Johnston County, North Carolina (Holland, 2012) indicated that teachers chose to participate with the Visiting International Faculty program because they were well known in their countries, they had clear expectations, and the Visiting International Faculty alumni shared their experiences with potential candidates.

The Visiting International Faculty was returning to the focus of cultural exchange and promoting global learning since the teacher shortage is no longer driving the need to supply large numbers of teachers. Infusing global programs in schools and providing professional development and support for teachers and school leaders to promote global competence among the nation's K-12 students was the driving mission of the Visiting International Faculty (G. Tomlinson, personal communication, September 22, 2011).

## **Theoretical Framework of the Study**

The purpose of this study was to explore and describe a model global program in a globally-themed elementary school as an initiative to infuse global education in the school. A theory of action approach (Schön & McDonald, 1998) was used to describe and evaluate the model of infusing global education. The theory of action consists of three parts: the espoused theory, the design theory, and the theory in use. The espoused theory revealed the intention of the initiative planners. Those engaged in planning and implementing an initiative included language about their espoused theory in speeches, press releases, interviews, and other program documents created for the initiative. The design theory described the program structures and strategies. It described the implementation of the initiative to include work plans, procedures, budgets, and other constructs of the design. The theory in use described what the participants actually do (Schön & McDonald, 1998). Chris Argyris (1982) has made a classic distinction between the “espoused theory” and the “in-use theory”. The espoused theory was the official version of how the program operated, what people say they do, and the in-use theory described what was actually taking place. The espoused theory may be obtained by interviewing the supervisory staff and administrators and analyzing official documents. Interviewing participants and directly observing the program revealed the theory in-use. An analysis of the espoused theory and the in-use theory could support the program development to understand discrepancies and improve effectiveness. The extent to which the model accomplished the desired outcomes and impacts could be studied from this analysis (Argyris, 1982; Patton, 2002). Qualitative inquiry was used to describe the model (Patton, 2002).

The theory of action was chosen as a framework for the Annenberg Challenge: reform efforts in American public education. Early intentions of the Annenberg Challenge, which was

the espoused theory, included identifying already redesigned schools to bear witness to the benefits of school reform (Schön & McDonald, 1998). In the design theory of the Annenberg Challenge, a wide circle of planners from across the nation were enlisted and this planning process defined the Annenberg Challenge (Schön & McDonald, 1998).

The theory of action was also used in a study to understand the role of an intermediary organization that attempted to apply a business model to K-12 reform. The purpose of the study and the intention of Challenge 2000 by Silicon Valley leaders were to integrate systemic school reform with venture capitalism that might increase student achievement in literacy, math, and science and help meet the needs of a qualified workforce. The theory of action framework provided the means to evaluate this project (Silver, 2001).

The theory of action continues to be used by school leaders as an evaluation tool. In 2010, in California, a study was conducted to examine how the California High School Exit Exam (CAHSEE) mandate was implemented in one high school district and one high school from 2004-2007. The purpose of the study was to describe why and how California developed the CAHSEE mandate (espoused theory), which would be used as a measure to increase proficiency in basic Math and English (Ramirez, 2010). In each of these studies the theory of action was used to explain the intentions of the initiative and then to describe the design and implementation of the initiative so as to measure the implementation efforts against the intentions.

The theory of action has been chosen for this study based on a need for global education design and evaluations of implementation efforts as revealed in the review of the literature. By using the theory of action, one was able to gain a picture of efficacy of the initiative, use it as a tool for continuously reinventing and strengthening the program, determine what has been

accomplished and how, and correlate the inputs and outcomes by tracing a connection between them through intention, design, and action (Schön & McDonald, 1998). The theory of action as the framework for the study of this model global program in the globally-themed elementary school illustrated the path from their starting point to systemic change.

Searching for the similarities and differences in what global educators were saying about global education revealed that political, economic, and social influences in the world had impacted the global education movement from its inception until the present. The wealth of information resulting from an extensive literature review suggested that Hanvey's conceptual themes would serve as an excellent framework for this study. The breadth of the conceptual themes covered a wide spectrum of a comprehensive global education. The themes have been cited, endorsed, and supported by global educators in all of the early literature, and the themes continued to be described, although not cited and credited to Robert Hanvey, in the goals of global organizations such as the Asia Society, Partnership for 21<sup>st</sup> Century Skills, North Carolina's Center for International Understanding and the Visiting International Faculty. The goals of these organizations posited the preparation of students to be globally competitive by investigating the world, recognizing perspectives, communicating ideas, and taking action. The goals of these organizations were aligned with Robert Hanvey's conceptual themes as seen in Table 6 and are currently propelling the global education movement in the United States.

Credibility and reliability in the goals of the 21<sup>st</sup> century global organizations were sustained as they aligned to the elements of the global education movement. The goals were further endorsed through the years of work by the individuals and the organizations of the movement described in the review of the literature on global education.

Table 6

*Hanvey's Conceptual Themes and Goals of Current Leading Global Organizations Compared*

Hanvey's Conceptual Themes	21 <sup>st</sup> Century Skills	Asia Society	Center for International Understanding's NC in the World: Plan	Visiting International Faculty
Perspective Consciousness	Creativity and Innovation Skills Information Literacy Media Literacy	Values of respect and concern for other cultures and peoples	Building international school partnerships and exchanges Cultural Awareness-in-depth knowledge of a foreign culture	Learn from visiting international teachers
State of the Planet Awareness	Global Awareness Civic Literacy	Knowledge of world regions, cultures, and global issues	Increasing teacher knowledge about the world	Global Awareness and cultural understanding
Cross Cultural Awareness	Communication and Collaboration Skills Social and Cross-cultural skills	Skills in communicating in languages other than English, working in cross-cultural environments, and using information from around the world	Expanding world language skills Effective communication-profilency in a second language Collaborative teamwork Building international school partnerships and exchanges	Language Immersion Proficiency in a second language

Table 6 (*continued*)

Knowledge of Global Dynamics	Financial, economic, business, and entrepreneurial literacy Critical Thinking and problem-solving skills Information and technology literacy	Infusing international content into existing programs Awareness of world events and global dynamics	Engage in collaborative learning project with students in other counties
Awareness of Human Choices	Health literacy Flexibility and adaptability Initiative and self-direction Leadership and responsibility	Connecting North Carolina teachers and K-12 students with higher education resources	Learning 21 <sup>st</sup> century skills

Robert Hanvey's five dimensions of a global education served as the basis of evaluation in the model design and implementation efforts of the globally-themed elementary school in the study. By examining lesson plans, observing classrooms, and interviewing teachers to determine goals and daily practices, the researcher described the implementation of the model global program. The implementation efforts were measured against Hanvey's five dimensions of a global education which comprised a comprehensive global education. The theory of action was used to provide the framework to describe the intentions, the design, and the implementation of the model global program. This is illustrated in Table 7.

Focusing on Hanvey's dimensions of a global education as criteria for a model program and using a theory of action approach to describe the model of global education in the globally-themed elementary school provided the district and the research community design elements and implementation practices that could be adapted to other elementary school settings. Analyzing the implementation of the model served the globally-themed elementary school in evaluating their daily practices to meet their intended goals.

Table 7

*Evaluation Model using Theory of Action and Hanvey's Five Conceptual Themes*

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The espoused theory of action	The design and in-use theory of action
The intentions of the model will be described.	<p>The design and implementation of the model will be evaluated based on Hanvey's five conceptual themes:</p> <ul style="list-style-type: none"><li>• Perspective Consciousness</li><li>• State of the Planet Awareness</li><li>• Cross-cultural Awareness</li><li>• Knowledge of Global Dynamics</li><li>• Awareness of Human Choices</li></ul>

## **CHAPTER 3: METHODOLOGY**

“A nation, like a person, has a mind — a mind that must be kept informed and alert, that must know itself, that understands the hopes and needs of its neighbors-all the other nations that live within the narrowing circle of the world.” (Roosevelt, 1941)

The purpose of this study was to use a theory of action approach (Schön & McDonald, 1998) to analyze the design and implementation of a model of global education in a globally-themed elementary school in a large urban school district, Cumberland County Schools, in southeastern North Carolina. Following this approach, the study examined the intention of the district leaders, the design of the model global program, and the process, products, and practice of implementation in the school’s first three years. An analysis of the model global program determined its value in contributing to the limited knowledge base on implementation of schools focused on global education. This chapter describes the research methods and presents the context of the study.

Initiatives taken by individuals to infuse or implement global education in the United States’ K-12 schools have had a piece meal effect. Few of them have had district or state structure, or support from anyone other than the individuals that were implementing the strategy; therefore, sustainability has been a major issue. The research questions in this case study addressed the goals, design, and implementation of the model global program in the globally themed elementary school. The questions for the study are:

1. What did school district leaders say that they intended to do (espoused theory) in creating a model global program in a globally-themed elementary school?
2. How did district leaders create a plan and design (design theory) for the model global program in the globally themed elementary school?

3. What does the staff of the model global program in the globally themed elementary school actually do in practice (theory-in-use)?
4. How does the model global program relate to Hanvey's five dimensions of a global education?

District leaders intended for the model global program to provide design elements and implementation practices that could be adapted to other elementary school settings within the district. The data from the first two years of implementation of the globally-themed elementary school in the research study provided guidance to district leaders by exploring successes, challenges, and the next steps in the implementation of the globally-themed elementary school. Insights from the study also provided support for the implementation of other globally-themed elementary schools within the district, across the state, and throughout the nation.

### **Research Methods**

A qualitative inquiry has been chosen as the research design for this study. Qualitative inquiry encompasses various philosophical approaches to interpretive research. The objective of qualitative inquiry is to understand and interpret how the world is constructed around the participants in a particular social setting (Merriam, 1998). Qualitative inquiry is evolutionary as contrasted with quantitative inquiry which is pre-specified, and qualitative studies evolve as the researcher progresses through data collection and analysis. “The selection of a particular research design is determined by how the problem is shaped, by the questions it raises, and by the type of end product desired” (Merriam, 1988, p. 6). Using qualitative inquiry for the study of the model global program was appropriate according to Merriam’s (1988) definition. The study was evolutionary because the model of the global program has evolved since its inception in the fall, 2009. The questions raised, addressed the district leaders’ intention, the design of the

program, and the implementation of daily practices. Finally, the desired end product was to have a detailed descriptive case study of the model global program for school leaders to implement in other elementary schools.

### **Qualitative Inquiry**

Qualitative studies “focus on in-depth, long term interaction with relevant people in one or several sites” (Glesne & Peshkin, 1992, p. 6). Qualitative data consist of “detailed descriptions of situations, events, people, interactions, and observed behaviors: direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories” (Patton, 1980, p. 68). The sample is small and not intended to be generalized beyond the study context.

Qualitative inquiry is socially constructed, the subject matter is the primary focus; variables are complex and interwoven and difficult to measure. Unlike physical objects that can be counted and measured, “human behavior cannot be understood without reference to the meanings and purposes attached by human actors to their activities” (Guba & Lincoln, 1994, p. 106). “Qualitative data provide rich insight into human behavior” (Guba & Lincoln, 1994, p. 106). Socially constructed interviews and observations present a complexity of variables and perceptions that are described in qualitative inquiry. “To do justice to that complexity, qualitative researchers immerse themselves in the setting or lives of others as they use multiple means to gather data” (Glesne & Peshkin, 1992, p. 7). Qualitative inquiry accepts the fact that all data found by the researcher are human constructions of the phenomenon being described and may include biases (Guba & Lincoln, 1994). Therefore, the paradigms described in a qualitative study have meaning only in the specified context even though study findings may suggest implication beyond the study site.

## **Case Study Research**

Merriam (1998) concluded that the most defining characteristic of a case study is delimiting the object of the study, the case. She describes the case as a thing, a single entity, a unit around which is found boundaries. A case study is a form of qualitative research exploring “a phenomenon of some sort occurring in a bounded context” (Miles & Huberman, 1994, p. 25). This case study research was focused on one elementary school which was created with a global theme. The model school was the unit of analysis in the bounded context embedded within the school district.

Case study research does not dictate particular methods for data collection or data analysis (Merriam, 1998). The design of qualitative case studies is often chosen because a researcher is interested in insight, discovery, and interpretation rather than hypothesis testing. By studying a “bounded case” the researcher is able to uncover the interaction of significant factors that are characteristic of the case. The descriptive case study research was best suited for this study as the development of the model global program was an ongoing process. The analysis of the data served as an evaluation and planning tool for future development of the model global program.

### **Advantages**

Case study design is chosen by the nature of the research problem and the questions being asked. Case study research is a strong design and has proven to be useful when studying educational innovations and programs. A key strength of case study research is using multiple sources of data collection and multiple techniques of analysis. Advantages to cases study research also include its applicability to real-life, contemporary situations (Soy, 1997). Case study research offers insights that may serve as tentative hypotheses that may structure future

research. In this way case study research advances a field's knowledge base (Merriam, 1998). This study added data to the research and advanced the global education movement by clearly defining and describing the components of a model global program.

### **Limitations**

Case study research also presents some limitations. By design and intent, case study research does not seek to establish reliability or generality of findings; some consider this a limitation of qualitative study. Other limitations might include lack of sensitivity, integrity, and bias of the researcher (Merriam, 1998). Case studies may have oversimplified or exaggerated a situation, giving the reader a false conclusion (Merriam, 1998). Also noted as a limitation was the intense exposure to the case study often biases the findings (Soy, 1997). The researcher is the primary source of data collection; therefore, the data collected is filtered through the researcher's perspective. Opportunities exist for excluding data that is contradictory to the researcher's view (Merriam, 1998). Readers and authors of case studies need to be aware of biases and they should be reported in the study. The researcher's immersion in this study had the potential for bias. To the extent possible, the researcher monitored evidence of personal bias in the description and analysis of the data. Careful review of the data and editing the report of the findings in the study was the general practice of the researcher. Other editors were used to identify and revise the report of findings to remove any bias found.

### **Research Design**

Conceptual frameworks and research questions aid in focusing a study so that the researcher has an idea of what to find out from whom and why (Miles & Huberman, 1994). The design for this research study was a descriptive case study of a bounded case. It was descriptive, contextual, and interpretive of "lived experience". The case was the implementation of a model

global program in a globally themed elementary school in a large urban school district, Cumberland County, in southeastern North Carolina.

Case study is a suitable design if the researcher is interested in exploring process.

Exploring process means monitoring, describing the context and population of a study, discovering the extent to which the program has been implemented, and providing immediate feedback of a formative type. The second meaning of process is causal explanation: discovering or confirming the process by which a treatment had an effect (Reichardt & Cook, 1979). The researcher explored process in this case study by providing a description of the daily practices implemented in the model global program. Case studies are further defined by categories or types based on their overall intent of the study: descriptive, interpretive, or evaluative. The process of the implementation of the model global program in the globally themed elementary school was monitored and described in this study in order to provide feedback to the study, school, and its district.

This descriptive case study addressed the goals, design, and implementation of the model global program of the globally-themed elementary school, what worked, what were the challenges. The data from the first two years established a database and allowed for comparisons and evaluations to be made in the future. The successes and challenges informed similar efforts in other elementary schools.

A theory of action approach was used as the framework for the case study. Using qualitative inquiry, this case study of a model global program in the globally-themed elementary school told the story of this school from the beginning. The researcher identified data for themes and concepts that provided insight and answers for each of the research questions posed. Codes for the themes were used to identify related data.

## **Data Collection**

A variety of data gathering methods were used in this study (see Table 8). The study examined documents produced by the Cumberland County Schools' International Theme Curriculum Planning Committee for elementary schools for the planning and implementation of the model global program in the globally-themed elementary school. Documentation included a timeline for implementation of the globally-themed elementary school, identification of the K-5 grade level focus areas, and the development of a K-5 International Curriculum Guide. Agendas, memos, surveys, and observation records from the Visiting International Faculty and Cumberland County Schools used to develop and support the school, and sample communications from the globally-themed elementary school were collected. These documents along with interview data gathered from the transcriptions of tape recorded interviews with the faculty and staff of the school were used to construct the description and analysis of this case study. All classroom teachers during the third school year from kindergarten through fifth grade were interviewed in grade level focus groups on a voluntary basis. Other interviews were conducted individually with the instructional coach and the principal. A parent focus group was organized and interviewed to gather perceptual data from this group.

Additional data sources were direct observations, grade level reflection sheets, and physical artifacts. Direct observations included formal and informal data collected during the course of the study. These observations included environmental conditions and participant behaviors which helped to convey characteristics of the case (Yin, 2003). The physical artifacts included samples of teacher lesson plans, blinded copies of student work, and pictures of the environment of the school that provided data to further describe this case.

Table 8

*Types of Data Gathering Methods*

Data Collection	Source	Description	Protocol
Archival Data-Year I	Visiting International Faculty	Staff Meeting agendas and presentations, professional development, survey responses, coaching notes, and interview notes	Appendices A, B, and C
Archival Data-Year II	Visiting International Faculty	Coaching notes, professional development, year-end professional learning reports	
Archival Data-Year III	Visiting International Faculty	Professional Development and classroom walkthrough data	
District Leadership Meetings	Agendas, notes	Monthly meetings with the superintendent, September 2008-August 2009	
Global Planning Team	Agendas, memos, notes	Monthly meetings, November 2008-May 2009	
Presentation	Visiting International Faculty	Meeting with district leaders, October 2008	
Cumberland County Schools International Planning Committee	Documents	Infusion of global themes in the state mandated curriculum	
Cumberland County Schools Annual Report 2010	Document	Information describing the context and performance of the Cumberland County Schools	

Table 8 (*continued*)

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Interviews :

Instructional Coach	Researcher	Audio-taped on December 14, 2011 and transcribed	Appendix E
Principal	Researcher	Audio-taped on February 2, 2012 and transcribed	Appendix D
Focus Groups:			
Kindergarten	Researcher	Audio-taped January 18, 2012, 30 minutes, and transcribed	Appendix F
1 <sup>st</sup> grade	Researcher	Audio-taped January 30, 2012, 33 minutes, and transcribed	Appendix G
2 <sup>nd</sup> grade	Researcher	Audio-taped January 9, 2012, 14 minutes, and transcribed	Appendix F
3 <sup>rd</sup> grade	Researcher	Audio-taped December 8, 2011, 27 minutes, and transcribed	Appendix F
4 <sup>th</sup> grade	Researcher	Audio-taped January 24, 2012, 41 minutes, and transcribed	Appendix H
5 <sup>th</sup> grade	Researcher	Audio-taped January 9, 2012, 27 minutes, and transcribed	
Parents	Researcher	Audio-taped February 2, 2012, 1 hour and 12 minutes, and field notes taken	
Classroom Observations:			
3 <sup>rd</sup> Grade	Researcher	December 6, 2011, 45 minutes, field notes taken December 14, 2011, 1 hour, field notes taken	
5 <sup>th</sup> Grade	Researcher	January 13, 2012, 30 minutes, field notes taken January 13, 2012, 45 minutes, field notes taken	

Table 8 (*continued*)

Lesson Plan Analysis: 1-4 Grades	Researcher	Field notes from teacher responses on the form denoting Hanvey's five dimensions of a global education	Appendix I
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In order to address research question 1: *What did school district leaders say that they intended to do (espoused theory) in creating a model global program in a globally-themed elementary school?* The researcher collected and analyzed the following sources: District leadership meeting agendas and notes with the superintendent, agendas, memos, and notes from the Cumberland County Schools Global Planning Team, meeting notes from the presentation made by the Visiting International Faculty in the fall, 2008, Cumberland County Schools Annual Report, 2010, and documents produced by the Cumberland County Schools' International Curriculum Planning Committee. Triangulation of the sources was completed by the researcher. These data sources provided information for a rich description of the district leaders' intention in the case study. The researcher analyzed the data sources to identify common elements and then performed the triangulation for validity and consistency of information presented in the findings and a deeper insight into the case study.

In order to address research question 2: *How did district leaders create a plan and design (design theory) for the model global program in the globally-themed elementary school?* The researcher collected and analyzed the following sources: Agendas, memos, and notes from the Cumberland County Schools Global Planning Team, documents produced by the Cumberland County Schools' International Curriculum Planning Committee, archival data-year 1 from the Visiting International Faculty, and interviews with the principal, instructional coach, and the teacher focus groups of the globally-themed elementary school (see Table 8). Triangulation of these data sources was completed by the researcher when the design elements were identified from each of the sources providing deep insight and a rich description of the findings for the case study. Triangulation provided validity and consistency for a strong case.

In order to address research question 3: *What does the staff of the model global program in the globally-themed elementary school actually do in practice (theory-in-use)?* The researcher collected and analyzed the following sources: Archival data-year 1-3 from the Visiting International Faculty, interviews with the principal, instructional coach, and teacher focus groups in the globally-themed elementary school, a parent focus group, classroom observations and lesson plan analyses (see Table 8). Triangulation of these sources was completed when the researcher identified and described the daily practices of the staff in the globally-themed elementary school. Again, validity, consistency, and a deeper insight for a strong case were presented by delineating these daily practices from the different data sources.

In order to address research question 4: *How does the model global program relate to Hanvey's five dimensions of a global education?* The researcher collected and analyzed the following sources: Archival data-year 1-3 from the Visiting International Faculty, interviews with the principal, instructional coach, and teacher focus groups in the globally-themed elementary school, a parent focus group, classroom observations and lesson plan analyses (see Table 8). Triangulation of these sources was completed when the researcher identified Hanvey's five dimensions of a global education in the daily practices of the staff in the globally-themed elementary school. The five dimensions of a global education defined by Hanvey were found in each of the data sources.

## **Data Analysis**

“Methodological triangulation combines dissimilar methods of data collection such as interviews, observations, and physical evidence to study the same unit” (Merriam, 1998, p. 69) (see Table 8). Data triangulation also tests for consistency and offers a deeper insight (Creswell,

2003; Patton, 2002; Yin, 2003). Data triangulation in this study was accomplished by examining archival data such as surveys, coaching field notes, and interview field notes from the Visiting International Faculty. A deeper insight and consistency was discovered when the archival data was compared to the researcher's data acquired through interviews, focus groups, and observations (see Table 8). Interviews may serve various purposes in qualitative studies. In this study the focus of the interviews was "to develop a conversational relation with faculty members (interviewees) about the meaning of an experience" (van Manen, 1990, p. 66), and to supply multiple perspectives to give insight from the entire spectrum of the case (Creswell, 2007). The variety of methods listed for data collections provided a cross-data validity check in providing an inclusive analysis (Patton 2002).

Qualitative studies seek to describe and explain a pattern of relationships (Miles & Huberman, 1994); these patterns emerge following selective decision making and analytic approaches from raw data to the conclusion. Data analysis in this study were processed by making sense of the data, processing the data, relating it to Hanvey's conceptual themes of a global education, interpreting the data, and finally making recommendations for implementation of the design elements of the model global program for other elementary schools. Making sense of the data is the first step; deciding what to include and what to exclude, sorting out the documents, reflections, and listening to the interviews. Transcribing the interviews was a major part of processing the data. Relating the experience of the implementation of the globally-themed elementary school to the literature gave the experience credibility and validity. "A good interpretation takes us into the center of the experiences being described" (Denzin & Lincoln, 1994, p. 501). "The interpretation is difficult taken from piles of data gathered in different ways that had to be put together in a meaningful way so that the reader would vicariously experience

the same “experience”. “Interpretation is an art; it is not formulaic or mechanical” (Denzin & Lincoln, 1994, p. 502). Data collection culminates in a comprehensive examination of evidence, which includes the documents, interviews, direct observations, and physical artifacts. This data when pulled together provides a convergence of information (Yin, 2003) (see Appendix K).

The researcher collected the data sources, analyzed them for emerging themes, and then performed triangulation of the data sources. The triangulation was performed by analyzing dissimilar methods of data collection such as the archival data from the Visiting International Faculty, the existing documents from the Cumberland County School district, and the interviews, observations, and physical evidence collected by the researcher. The data triangulation tested the validity and consistency of the emerged themes and offered a deeper insight for the case study.

Both the perceptual data of the successes, challenges, and the process data of the description of the implementation of the model global program were compared to the findings in the literature review on the elements of a global education.

## **Selection of Participants**

The participants of this study included the faculty and staff of the globally themed elementary school and the supporting global school team from the Visiting International Faculty. The faculty included both American and international teachers. Of nineteen grade level teachers, kindergarten through 5<sup>th</sup> grade; six, nearly a third, of them were international teachers from the Visiting International Faculty (see Table 9). Other teachers and staff members included: a full time Spanish teacher, Pre-K teacher, Art teacher, Music teacher, Physical Education teacher, Exceptional Teacher, and part-time teachers for the Academically Gifted, Speech, and Indian Education. Eight teacher assistants worked with grades Pre-K through 2<sup>nd</sup> and one worked as a computer lab assistant. Other staff members included an Instructional Coach, a Media Specialist,

Table 9

*Participants in the Case Study*

Grade Level	Number of Teachers	Number of American / Number of International Teachers
Kindergarten	3	3/0
1 <sup>st</sup> Grade	3	2/1
2 <sup>nd</sup> Grade	3	2/1
3 <sup>rd</sup> Grade	3	2/1
4 <sup>th</sup> Grade	4	3/1
5 <sup>th</sup> Grade	3	2/1
19 Teachers Total		
1 Principal		
1 Instructional Coach		
Parent Focus Group (6 parents)		

a Social Worker, two Guidance Counselors, an Assistant Principal, and the Principal. All of the faculty and staff, a total of 42 participants, had the opportunity to participate in the documentation of the implementation of the model global program in the globally themed elementary school.

A contract between the elementary school and the Visiting International Faculty was developed to provide support for the implementation of the globally-themed school. The global school team at the Visiting International Faculty provided the structure, professional development, resources, and support for the globally-themed elementary school. For instance, the Visiting International Faculty assisted in providing international candidates to fill some of the teacher positions, although the principal interviewed and ultimately selected all of the teachers for this new school. The faculty and staff were involved in the case study as they engaged in the implementation of the global theme, participated in interviews, and were observed and coached throughout the implementation of the model global program.

### **Context for the Study**

#### **International Focus in the Community**

“Cumberland County is a community of history, heroes, and a hometown feeling” (Cumberland County Schools, 2010). More than 315,000 people live in Cumberland County which encompasses about 660 square miles. Cumberland County is home to Fort Bragg, a military post since 1918. Fort Bragg has been home to the 82<sup>nd</sup> Airborne since 1946 upon its return from Europe and World War II. The military is a fundamental part of the identity of Fayetteville/Cumberland County and has a tremendous economic impact.

The diversity of the county’s population is influenced by the military. People from all over the world reside in Cumberland County. The percentage breakdown of major ethnicities is

approximately White 56.1%, African American 37%, Hispanic or Latino 6.9%, Asian 2.1%, and American Indian is 1.6%.

Cumberland County has grown to be an economic and cultural hub of an eleven-county region in southeastern North Carolina. Fayetteville/Cumberland County is host to several festivals that color the cultural tapestry of the county. The International Folk Festival, held in the fall of each year, draws thousands to sample food, costumes, and music of many nations. A parade is held showcasing the various nationalities represented in Fayetteville at the Folk Festival. The International Folk Festival celebrated its 30<sup>th</sup> year in 2011. Other festivals include a Greek festival, an Indian festival, and a Philippine festival.

The Cumberland County School system serves more than 53,000 students, ranking it the fourth largest school district in North Carolina. It is the 78<sup>th</sup> largest system in the United States. Twenty percent of the students are military connected. The student ethnicity is 47% African American, 36% White, 7% Hispanic, 2% Asian, 2% American Indian, and 5% other. The Cumberland County School District has 87 schools, 52 of which are elementary schools.

### **International Focus in the District Schools**

Various global initiatives have been implemented in this district in a continuing effort to remain on the cutting edge of offering students educational opportunities to prepare them for a global society (Cumberland County Schools, 2010). In fact, the district has been named a global district by the Visiting International Faculty and endorsed by the North Carolina Department of Public Instruction. Therefore, language programs, this model global program, and various other initiatives continued to receive the support of the district. Two Foreign Language Assistance Grants totaling more than two million dollars from the United States Department of Education have been awarded to the district; district administrators have used these dollars to enhance

foreign language study in two attendance areas. The Foreign Language Assistance Program grants were designed to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. The first grant served New Century International Elementary School (opened Fall 2010) along with Anne Chesnutt Middle School, and Seventy-First High School. The purpose of this grant was to implement a K-12 Mandarin Chinese curriculum. The second grant served Gray's Creek Elementary School, Gray's Creek Middle School, and Gray's Creek High School. The grant was used to expand Spanish instruction. Immersion programs existed in three of the district elementary schools. Choice programs operated as a school within a school that focused on global education. Cumberland County Schools was selected as an honorable mention recipient in the American School Board Journal's sixteenth annual Magna Awards program for the "International Education" program in the district (Cumberland County Schools, 2010).

Opening a globally-themed elementary school was first conceived in late November, 2008. The superintendent and the Global Planning Team of Cumberland County Schools made plans to open the new globally-themed elementary school. Thus, the planning began in November 2008, the principal was named in January 2009, and a contractual agreement was signed with the Visiting International Faculty to oversee the planning, assist in the hiring of international teachers, and provide the professional development and support needed to open and develop this school. The school opened in August, 2009. This study covered the time frame of November 2008 through December, 2011. The case study described the goals, design, and implementation of the model global program in the globally-themed elementary school in Cumberland County.

The implementation of the model global program in the globally-themed elementary school would serve as a laboratory for the global theme. The implementation of the global theme in an elementary school was the first attempt of a school-wide program in this district. The district was focused on providing a structure for all initiatives to be combined in one strategic plan as they set a goal to provide a world-class education to all students.

### **Supporting Partners**

Two organizations in North Carolina supported the global initiatives and employees of the Cumberland County School district, Worldview at the University of North Carolina at Chapel Hill and the Visiting International Faculty. The Cumberland County School district is a partner with Worldview. Worldview was established in 1998 at the University of North Carolina at Chapel Hill with a mission to help K-12 and college educators to anticipate and respond to the challenges of an interconnected world (Worldview, 1998). Partnering with Worldview demonstrated the district's commitment to global education and pledged an agreement to prepare faculty and students to live and work in a globally connected world. As a partner, the district agreed to send educators to Worldview's programs; Worldview provided services and resources to the partners.

Another valuable partner in the support of global education in the Cumberland County School District was the Visiting International Faculty. International teachers supplied by the Visiting International Faculty have been a part of the staffing in the Cumberland County School district since 1998. In the beginning, the Visiting International Faculty supplied international teachers who were hired to fill a need in Cumberland County School District when a teacher shortage was experienced. The vision and focus of the Visiting International Faculty and the Cumberland County School District is changing as international teachers are aligned with the

global curriculum in providing an environment where the core curriculum is taught and 21<sup>st</sup> century skills are developed.

Cumberland County Schools had a memorandum of understanding with the Visiting International Faculty which outlined their support in helping the Cumberland County School District develop and implement global education programs such as language immersion and global learning. The goal was to establish effective and sustainable globally-themed schools that were aligned with state and national standards throughout the district.

### **Summary**

The case study described the implementation of a model global program in a globally-themed elementary school in a large urban school district, Cumberland County Schools, in southeastern North Carolina. The study examined the faculty and staff roles and perspectives of global education throughout the implementation, and related this endeavor to the conceptualization of the field of global education. Qualitative inquiry methods were used in a descriptive case study of the globally-themed elementary school. Multiple data sources were collected, examined, and analyzed in an attempt to answer the research questions and provide a rich and comprehensive case study describing in detail the planning and implementation of the model global program in the globally-themed elementary school. The faculty and staff along with the global school team from the Visiting International Faculty had the opportunity to participate in the documentation of the implementation of the model global program in the globally-themed school. A system of blinding and coding all teacher work samples, teacher interviews, and other documents was used in the study. The case study and data analysis follow in chapters 4 and 5 providing a descriptive account of the intention, design, and implementation

of the model global program in the globally-themed elementary school and steps for possible implementation of the design elements in other elementary schools by the school district leaders.

## **CHAPTER 4: RESULTS**

“If we are teaching the children today what we were taught yesterday, then we are robbing them of tomorrow.” ---John Dewey

This descriptive case study used a theory of action approach (Schön & McDonald, 1998) to analyze the design and implementation of a model global program in a globally-themed elementary school in a large urban school district, Cumberland County Schools, located in southeastern North Carolina. Following the theory of action approach, the study examined the intentions of the school district leaders, the design of the model global program, and the process, products, and practice of implementation in the globally-themed elementary school. The intent of this chapter is to report the case study findings by delineating what the district leaders intended the school to become; what structures, designs, and processes they put into place; and how the case study faculty has put the plans in action during the school’s three years in operation. Also noted in the study was the model global program as it relates to Hanvey’s five dimensions of a global education, the influence and synergy of global education, character education, and Positive Behavior Intervention Support (PBIS) in the globally-themed elementary school, and the parent perspectives of the model global program.

Interviews with the teachers, instructional coach, principal and a focus group of parents were major sources in the data collection by the researcher. Every teacher from kindergarten through fifth grade participated voluntarily in a grade level focus group interviews facilitated by the researcher. Additionally, archival documents produced by the Cumberland County Schools’ district leaders: a timeline for implementation of the globally-themed elementary school, identification of the K-5 grade level focus areas, and a K-5 international curriculum guide were collected. Data collected from the global team of the Visiting International Faculty included

agendas, memos, surveys, and observation records. Sample communications from the globally-themed elementary school were also examined in the data collection for the study. Direct observations, grade level reflection sheets, and physical artifacts were other data sources collected for the study.

The data were analyzed using a theory of action approach (Schön & McDonald, 1998) as the framework. The theory of action is described in three stages: the espoused theory which reveals the intentions of the initiative planners; the design theory which describes the program structures and strategies; and the theory in use which describes what the participants actually do. This framework provided the organization of the data as to the intentions, the design, and the implementation of the model global program in the globally-themed elementary school. The data were compiled from all resources, disassembled to fit the framework for the study, reassembled and arrayed to describe the themes noted in the analysis, and finally interpreted to provide a rich description of the model global program in the globally-themed elementary school (Yin, 2009). Data for this study included existing documents and records from the Visiting International Faculty and interviews, observations, and documents collected by the researcher. The data was disassembled to fit the theory of action framework, noting the espoused theory, the design theory, and the in-use theory. The data was then reassembled to describe the model global program in the globally-themed elementary school (see Appendix K).

### **Research Question 1 Findings**

#### **Research Question 1**

*What did school district leaders say that they intended to do (espoused theory) in creating a model global program in a globally-themed elementary school?*

## **Major Finding 1: Creating a Vision**

Data analysis found that the intention of the district leaders in creating a globally-themed elementary school was to confirm the vision of being recognized as an International Education School District in the state and the nation. The superintendent of the Cumberland County Schools decided in the fall of 2008 to create a district focus on international education (Partnership Meeting with the Visiting International Faculty, 2008). Discussions in the fall of 2008 with the superintendent, the Cumberland County Schools' Global Planning Team, and the Cumberland County Schools' International Theme Curriculum Planning Committee led to the decision to open the globally-themed elementary school (Agendas and notes from Global Planning Team and the Curriculum Planning Committee meetings, 2008). The opening of the globally-themed elementary school in the fall of 2009 was a next step in realizing the district focus (see Table 10).

At the time of the study, the Cumberland County School District served the city of Fayetteville, the army base Fort Bragg, and the surrounding areas. The third largest concentration of military students in the world was served in the Fayetteville, Fort Bragg area. Thus, Fayetteville was home to a very diverse population, providing enriched and ample opportunities to learn from each other. Fayetteville was an exceptionally patriotic community, whose citizens were proud to support the highly trained and skilled units of the Armed Forces in the United States. The community provided flourishing business opportunities in a growing global market.

Fayetteville/Cumberland County was the economic growth center of southeastern North Carolina, offering an unusually favorable combination of labor factors (Cumberland County Schools Annual Report, 2010). An ideal geographic position, a nationally recognized technical

Table 10

*District Leaders' Intention was to Create a Globally-Themed Elementary School*

Sources	Dates	Sample Data	Emerging Themes
District leadership meeting agendas and notes with the superintendent	Monthly, September 2008-May 2009	Monthly updates to share steps toward the global vision for the district	District focus on international education, preparing globally competitive students
agendas, memos, and notes from the Cumberland County Schools Global Planning Team	Monthly, November 2008-May 2009	Research and plans to open the globally-themed elementary school	Global partnerships with Visiting International Faculty, Worldview, and Center for International Understanding, goal to produce globally competitive students, study of world languages, plan to infuse international dimensions in all Cumberland County School classrooms
Meeting notes from the presentation made by the Visiting International Faculty in the fall, 2008	October, 2008	Advantages of internationally themed schools	International education beliefs
Cumberland County Schools Annual Report, 2010	2010	Context of the school district-an openness to create a globally-themed school	Diverse population, transitions and challenges of the military connected child
Documents produced by the Cumberland County Schools' International Curriculum Planning Committee	Monthly, January 2009-August 2009	Global infusion of the state-mandated elementary curriculum	Timeline for implementation of the model global program, identify K-5 grade level focus areas, and infusion of global themes in the state mandated elementary curriculum

education program for new industry training at Fayetteville Technical Community College, and two four-year colleges, Methodist University and Fayetteville State University enhanced the opportunities for students to graduate globally competitive. The Cumberland County School system was one of the original 10 local education agencies (LEAs) from across the nation to sign a Memorandum of Agreement (Cumberland County Schools Annual Report, 2010), forming a collaborative partnership between the school system and Fort Bragg to address the transitions and other educational challenges faced by the military child. This partnership provided evidence that the school system leaders had a history of pursuing progressive educational innovations.

Since 32% of the Cumberland County School students were military-connected, many students faced multiple transitional situations (Cumberland County Schools Annual Report, 2010). This transitional educational environment that served those who have lived around the globe, paved the way for the openness and thirst for an educational experience that prepares students for life as a global citizen.

### **Major Finding 2: District's Intention of Creating a Globally-Themed Elementary School**

Data analysis found that the Cumberland County School District embarked on a journey to be recognized as an International Education School District in the state and nation based on the research of global education and the guiding mission of the North Carolina State Board of Education that “every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21<sup>st</sup> century”. The district leaders intended for the Cumberland County Schools to partner with the Visiting International Faculty, Splash, Worldview, and other organizations such as the Center for International Understanding to support this goal and achieve the objectives as outlined by the state of North Carolina (see Table 10).

The Visiting International Faculty is an organization that connects United States' schools with international teachers and global education programs which support global learning and 21<sup>st</sup> century skills. Splash is a language immersion program provided by the Visiting International Faculty where students master the curriculum objectives in all subject areas while also becoming fluent in a second language. Research indicated that children who acquired a second language have an increased ability for problem-solving and critical and creative thinking which are skills needed in the 21<sup>st</sup> century (Visiting International Faculty, 2010). World View (1998), established in 1998 by The University of North Carolina at Chapel Hill, helps K-12 schools, community colleges, and four-year colleges prepare students to succeed. Worldview helps educators respond to the challenges of an interconnected, diverse, and multicultural world. The Center for International Understanding (n.d.), established in 1979, is an organization under the umbrella of the University of North Carolina that promotes global competence and awareness among North Carolina current and future leaders. The organization's goal is to make North Carolina the most globally engaged state in the nation.

In October, 2008, to further the vision of the school district's leaders, the Visiting International Faculty made a presentation to key stakeholders in the Cumberland County School District sharing their beliefs about internationally-themed schools. As an organization, the Visiting International Faculty believes:

Internationally-themed schools ensure:

All education is international

All students have access to international education

Internationally-themed schools require:

Teachers integrate global themes across the curriculum

Administrators foster culture of international learning

Internationally-themed schools ensure students develop:

Knowledge of other world regions and cultures

Awareness of international and global issues

Skills to work effectively in cross-cultural environments

Ability to communicate in multiple languages

Respect and concern for other cultures and peoples

(Visiting International Faculty, 2008)

These beliefs about international education held by the Visiting International Faculty were created from the research by Deardorff (2006) on Intercultural Competence. However the beliefs mirrored the dimensions of a global education as described by Hanvey in 1976. Hanvey's five dimensions of a global education included: Perspective Consciousness, understanding that one has a view of the world that is not universally shared; State of the Planet Awareness, an awareness of the world conditions and development; Cross-Cultural Awareness, an awareness of diversity of ideas and practices; Knowledge of Global Dynamics, knowing that the world works as a system and elements interact in the system; Awareness of Human Choice, an awareness of problems of choice where one imagines future consequences for present actions. Intercultural Competence was defined as appropriate and effective communication, as well as behavior, in intercultural situations (Deardorff, 2006). Intercultural Competence was based on and measured by one's attitudes, skills, and knowledge of world cultures. Attitudes must value one's own group, the basic equality of groups, multicentrism, risk-taking, and the role of cross-cultural interactions on the quality of life. These attitudes complimented the knowledge of understanding cultural identities, group boundaries, histories of oppression and the influences of cultural

differences on communication. The attitudes and knowledge were compatible with the basic skills of self-reflection, articulating differences, perspective-taking, assertive challenging of discriminatory actions, and communicating cross-culturally (Spitzberg, 2003, 2007). A comparison of Deardorff, Hanvey, and the Visiting International Faculty beliefs is illustrated in Table 11. In November 2008, the study school district superintendent formed a Global Education Planning Team to provide a vision and direction for the school district to achieve the goal of producing globally competitive students. Initial efforts toward this goal began informally in the district in the 2007-2008 school year when the district implemented a Spanish immersion class at one elementary school. Spanish immersion classes began at two other elementary schools in the next two years. District leaders seized an opportunity to “test” the model global program in its infancy stage when they planned to open the globally-themed elementary school, Gray’s Creek Elementary in the fall of 2009, utilizing an existing building. Gray’s Creek Elementary School is located in the southeastern corner of Cumberland County and is the furthest school attendance area from Fort Bragg.

While the partnership between Cumberland County Schools and Fort Bragg influenced the district’s openness to global education, those influences did not necessarily extend to the population in the Gray’s Creek attendance area. The intention of the district’s school leaders as defined by the district Global Planning Team was that this school would serve as a “practice field” or a “lab” to refine the model; they further believed the new school would add to the district’s progress in becoming a global school district. Although not formally stated, another intention may have been to create some excitement for a “new school in an old building” in order to acquire the buy-in and support from parents, students, and the community. Jonathan Charney,

Table 11

*A Comparison of Deardorff, Hanvey, and the Visiting International Faculty Beliefs*

Hanvey	Deardorff	Visiting International Faculty
Perspective Consciousness-understanding various worldviews	Attitudes-reflecting value and understanding cross-culturally	Knowledge-of world regions and cultures
State of the Planet Awareness-understanding global issues	Knowledge-of world regions and cultures	Awareness-of global issues
Cross Cultural Awareness-diversity of ideas and practices	Skills-of self-reflection, perspective-taking, and communication cross-culturally	Skills-to work effectively in cross-cultural environments
Knowledge of Global Dynamics-understanding world regions and how they interact as a system		Communication-in multiple languages
Awareness of Human Choice-aware of future consequences for present actions		Respect and Concern-for other cultures and peoples

Program Director for the Visiting International Faculty, and some of his staff, along with a few district leaders felt the global model would fulfill a need to have a selling point for parents, students, and the community being moved to the old building. In an interview with the principal, he stated that he did not agree with the thoughts of the Visiting International Faculty that there was a special need for a selling point to create buy-in and support from the new school's stakeholders. However, the principal was overwhelmed by the excitement of the parents, students, and community when they first met to create their vision and mission for the globally-themed elementary school.

Buoyed by their initial success, the Global Planning Team along with representatives from the Visiting International Faculty created a framework for infusing international dimensions throughout all Cumberland County schools and classrooms across all grade levels and content areas. The essential international dimensions were mission, vision, strategy; recruitment; professional development; physical environment; daily routines; curriculum and instruction to include technology; language programs; local outreach; international outreach with the use of technology; and selecting annual events to be observed. International education outcomes were also established by district leaders and the Visiting International Faculty:

K-5 Students will:

- Successfully use technology throughout all curriculum areas
- Have knowledge of the world regions
- Have at least a novice command of a second language
- Have experienced a rigorous and balanced curriculum,
- including cultural arts and physical education
- Develop a respect and appreciation of diversity by building

- relationships with students around the globe (VIF, 2010)

The superintendent then formed a second committee, Cumberland County Schools International Theme Curriculum Planning Committee for Elementary Schools. This committee's mission was to provide a timeline for the implementation of the international theme for Gray's Creek Elementary School, identify K-5 grade level focus areas, and develop a K-5 International Curriculum Guide. The district level curriculum specialists serving on this committee began researching ways to integrate global education into the existing state curriculum. These planners became adult learners of global education. The teachers who first implemented the model global program all agreed that this was a valuable starting point for them to guide their planning, and continue their research for authentic integration of global connections. Teachers researched strategies and resources to infuse the global connections. In March 2009, detailed plans were presented to the Board of Education for approval. Approval was received, a principal was hired for Gray's Creek Elementary School, a partnership was formed and a service agreement signed with the Visiting International Faculty, and the district moved forward toward their goal.

The service agreement between the Cumberland County School district and the Visiting International Faculty provided support in the areas of: planning-design and implementation, recruitment, world language program development, professional development, and school-to-school partnerships. Additionally, the agreement included a part-time advisor from the Visiting International Faculty staff to provide intensive support in these areas.

The timeline for implementing the international theme for Gray's Creek Elementary School, identifying the K-5 grade level focus areas, and developing the K-5 International Curriculum Guide were the beginning steps taken by school district leaders to create the model of global education that existed in this globally-themed elementary school (see Table 12). The

Table 12

*Time Frame*

Date	Item
November 2008	Decision made to implement the global model in Gray's Creek Elementary School (new school opening in an existing building)
January – February 2009	District Global Planning Team and the Visiting International Faculty Global Team begin plans and visit other sites in North Carolina.
March 2009	Principal is hired. Intensive planning meetings with the Visiting International Faculty Staff. Approval from the school board to open the school with a global theme. District curriculum team created global connections for the first nine weeks of the Standard Course of Study.
April 2009	Principal begins to hire teachers. Continued planning with the Visiting International Faculty.
May 2009	Continued hiring teachers. Held a parent/community meeting to present the model as it was known and gather input for the mission and vision.
June 2009	Completed hiring the staff for the globally-themed elementary school.
July 2009	Refurbished the old building and made it ready to occupy the globally-themed elementary school.
August 2009	Teacher professional development held prior to opening of school. School opens August 25, 2009.

model was developed further by professional educators in the Cumberland County School district and the staff of the Visiting International Faculty throughout the first year of implementation at Gray's Creek Elementary School. These actions fulfilled the intention of the district to have a global education model in place that could be implemented in other schools in the district and beyond in the years to come.

In answering the first research question of "*What did school district leaders say that they intended to do (espoused theory) in creating a model global program in a globally-themed elementary school?*" the researcher triangulated the data sources of district leadership meeting agendas and notes with the superintendent, agendas, memos, and notes from the Cumberland County Schools Global Planning Team, meeting notes from the presentation made by the Visiting International Faculty in the fall, 2008, Cumberland County Schools Annual Report, 2010, and documents produced by the Cumberland County Schools' International Curriculum Planning Committee. These dissimilar methods of data collection were used to describe the district leaders' intention in the case study. The data triangulation tested the consistency of findings and offered a deeper insight into the case study.

## **Research Question 2 Findings**

### **Research Question 2**

*How did district leaders create a plan and design (design theory) for the model global program in the globally-themed elementary school?*

#### **Major Finding: Design of the Model**

The first year of implementation of the model global program in the globally-themed elementary school, Gray's Creek Elementary, began in August, 2009. The vision, "to develop confident, respectful, and globally conscience students who are enthusiastic about learning,

successful in the classroom, and prepared for the future” and the mission, “we are committed to Global Awareness, Character Education, Excellence, and Success” were established by the faculty, staff, and community of parents prior to the opening of school. However, it was important to note that many substantive details about the model global program evolved throughout the first year of implementation as the faculty and staff grappled with the practicalities of putting the plan into action (see Table 12).

Data analysis found that components of the design of the model global program included grade level design, curriculum design, global visual representations, staffing design, exposure to other cultures, student engagement, cultural assemblies, cross-cultural communication, professional communication, the “Passport Model”, the “Gateway Model”, and professional development and outside support. The description of these components was extracted from the data sources collected (see Table 13).

### **Grade Level Design**

The model global program at Gray’s Creek Elementary School incorporated student learning focused on specific regions of the world by grade levels: kindergarten-North America, first grade-Australia/Oceania, second grade-Asia, third grade-Africa, fourth grade-Europe, and fifth grade-South America. The entire school fosters a culture of international learning blended with a focus on character education. A surprise finding in the study was how the character education taught in the school influenced students’ openness and acceptance of other cultures and how the study of other cultures influenced the student’s behavior and tolerance of each other.

Table 13

*Design of the Model Global Program*

Sources	Dates	Emerging Themes
Agendas, memos, and notes from the Cumberland County Schools Global Planning Team	Monthly, November 2008-May 2009	Grade level design
Documents produced by the Cumberland County Schools' International Curriculum Planning Committee	Monthly, January 2009-August 2009	Curriculum design
Archival data-year 1 from the Visiting International Faculty	August 2009-June 2010	Global visual representations
Interviews with the principal, instructional coach, and the teacher focus groups of the globally-themed elementary school	December 2011-February 2012	Staffing design
		Exposure to other cultures
		Student engagement
		Cultural assemblies
		Cross-cultural communication
		Professional Communication
		“Passport Model”
		“Gateway Model”
		Professional development and outside support

## **Curriculum Design**

The standard course of study in all disciplines was infused with global perspectives to enrich opportunities for exposure to other cultures. Some examples of global literature included: *Bee Bim Bop*, *Mufaro's Beautiful Daughter*, *The Children of Sierra Leone*, *Max and His Bagpipes*, and *The Great Kapok*. Spanish language instruction is offered daily to students in kindergarten and first grade, and twice a week to students in grades two-five. Global concepts were discussed through morning meetings in each classroom as the concepts related to the classroom, the school, and culture issues.

## **Global Visual Representations**

Global awareness was enhanced by visual representation of specific world regions throughout the school. For example, when entering the school one finds a world map painted on the bus parking lot, other maps, globes, flags, pictures, paintings and quotes on the walls, and artifacts from around the world displayed.

## **Staffing Design**

The leadership team of the school consists of the principal, one assistant principal, and one instructional coach. Nineteen teachers teach in grades kindergarten through fifth grade in the globally-themed elementary school, five international teachers and fourteen American teachers. Certified teachers from the Visiting International Faculty represent one third of the teaching staff in the school. Having an international teacher on each grade level allows for an authentic cultural experience from the regional focus area.

International teachers had to establish credibility among the school's stakeholders. Working collaboratively, understanding each other, and diminishing stereotypes among the adults were obstacles in the evolvement of the model global program in the globally-themed

elementary school. For example, the third grade international teacher is from South Africa and she said, “When people hear I am from South Africa, they just assume I am black”.

Cultural clashes were evident for some of the international teachers such as the difficulty in asking for help because the American teachers assumed they knew everything. The international teacher in the third grade, who has thirty-one years teaching experience, explained the language barrier as a challenge. She stated, “You are afraid to ask for things to be repeated or clarified because people would judge you or think you aren’t capable”. She also said that this has become easier due to the fact that the staff know one another better. Another struggle for the international teachers was the expectation that they knew everything from the continent they were representing. For example, the teacher from the Philippines does not know all about Asia, the teacher from South Africa does not know all about Africa; this limitation is not different than someone from North Carolina who would not know everything about the United States.

### **Exposure to Other Cultures**

Students are also exposed to other cultures through guest speakers, research projects, and cultural assemblies. Guest speakers have come from all over the world, Nigeria, Uganda, Sierra Leone, Kenya, Zimbabwe, South Africa, Senegal, Congo, Canada, South America, New Zealand, Australia, Mexico, Ireland, England, and Paraguay. The kindergarten has had local community helpers such as fire fighters, policemen, and librarians to help the students establish those who form and help the local community. Speakers from NASA have also visited the students in the globally-themed elementary school.

### **Student Engagement**

Students have researched, created PowerPoint presentations using their technological skills, and given presentations on many topics. For example, the first grade students gave a

presentation on the animals from Oceania, third grade students researched deserts such as Kalahari, Narnib, Sahara, and Mojave. They also researched the Oregon Trail in the United States and the Battle of Blood River in South America and compared and contrasted the historical events based on their findings. Fourth grade students researched a famous figure from Europe and gave a first-person presentation. They also researched an artist, wrote a biography about the person, recreated a piece of their artwork, and created a poem. In Science, the fourth grade students researched European foods and analyzed their nutritional content. Fifth grade students researched the impact that Rainforest destruction has on the habitat of Brazil and the effect it has on the rest of the world.

### **Cultural Assemblies**

The principal stated in an interview with the researcher that he felt the cultural assemblies were one of their strongest areas to infuse global education. Some assemblies have included Chinese Acrobats, Australian Animals, Magic on the Orient, South American Music, African Drum Ensemble, Science, and the North Carolina Ballet.

### **Cross-Cultural Communication**

Cross-cultural communication was made possible through web conferencing and the use of SKYPE in the classrooms. School partnerships with schools around the globe support pen pals, video conferences, online discussions and collaborative projects aligned with the curriculum.

The second grade classrooms of the globally-themed elementary school in this study collaborated on cultural studies with the second grade classrooms at New Century Elementary School (the second globally-themed elementary school in Cumberland County)-both having international teachers from the Philippines. The international teachers believed in establishing

contacts globally and have consistently used SKYPE to enhance instruction. For example, the students have SKYPED with global contacts to study time zones, endangered species, recycling on game farms, soil and animals living in the soil, and a day in the life of a South African student.

The fifth grade has had several SKYPE sessions with Barbara from the *Reach the World* program. Barbara was a college student living in Brazil. She has shared how she experienced living in Brazil and made comparisons to her home in California; she also shared information about food, festivals, families, animals, college classes, and learning to speak Portuguese. The fifth grade teachers claimed that the students clung to every word Barbara said and continued to repeat this information long after the SKYPE session. Barbara became a friend, a real person, to the fifth grade students.

### **Professional Communication**

Professional communication about global education was established with educators by utilizing resources such as the Ning site, explained below, the partnership with Worldview at the University of North Carolina at Chapel Hill, North Carolina, and the collaboration with the Visiting International Faculty. Each of these resources provided support to the teaching staff of the globally-themed elementary school.

The Ning site is an online tool for the faculty and staff of the globally-themed elementary school to provide an easy way to share resources, to promote an exchange of ideas, best practices, and lessons learned, to provide space for reflection and dialogue, to provide a space for the practice of technologies used in global education, and to allow the Visiting International Faculty staff to engage with the globally-themed elementary school staff at a distance. Sample resource categories include characteristics of global education, teaching with a global focus,

collaborative learning across borders, lesson plans and classroom materials, regional resources, international facts/resources, and North Carolina resources for global education.

The partnership with Worldview supported continued professional growth on global education through interactive sessions at annual symposiums, seminars on specific world regions, and international travel. Connections with other global educators for the staff of the globally-themed elementary school were also established through this organization.

The Visiting International Faculty staff provided ongoing support through walkthroughs, coaching sessions, and professional development at the school site. Staff development consistent with Cumberland County Schools was provided by the district to the teaching staff, but incorporated flexibility for inclusion of global initiatives.

### **“Passport Model”**

By the end of the first year, the model global program had acquired the name of “Passport Model”. In 2012, the “Passport Model” was being marketed by the Visiting International Faculty in other North Carolina school districts and in other states. Although the model was promoted in North Carolina and beyond, it was important to stress that the “Passport Model” would be difficult to implement in an existing school. The “Passport Model” was built from the ground up and was a school-wide initiative in a new school. The Visiting International Faculty defined the “Passport Model” as:

Passport Schools at the elementary level provide students with opportunities to explore the world through a combination of international teachers, world languages, and an integrated curriculum. Passport students are exposed to six world regions throughout their elementary experience. Each grade level provides opportunities for students to examine their own and other cultures, learn how global issues have local impact, and

develop global perspectives. Students can collaborate with their peers in other countries and engage in projects that span the globe. (Visiting International Faculty, 2010).

Passport Student Learning Outcomes were established by the Visiting International Faculty as:

- 1.0 Develop knowledge of world regions and cultures
- 2.0 Utilize 21<sup>st</sup> century technology in global learning
- 3.0 Develop cultural self-awareness and perspective taking
- 4.0 Connect global issues and their local implications
- 5.0 Communicate and collaborate effectively in global teams

The Visiting International Faculty also established Passport Teacher Learning Outcomes to provide teachers with learning opportunities through an interactive cycle of aligned workshops, coaching sessions, reflection surveys, classroom observations, and individual teacher interviews. During the first year of implementation of the model global program, three professional development workshops were conducted: *Teaching a Global Curriculum, Creating School Partnerships Using Technology, and Cross-Cultural Learning*. Coaching sessions in September, 2009, identified strengths among the staff of a willingness to implement the model global program with fidelity and an organization for effective collaborative planning. An identified need was additional resources and knowing how to infuse them in the curriculum. In October tailored coaching plans were developed; and other coaching sessions were ongoing through May, 2010. The Visiting International Faculty was more visible in the first two years, visiting the school each nine weeks. Scheduled walkthroughs in October and March were conducted with coaching sessions immediately following during a grade level planning or an afterschool setting.

Online teacher reflection surveys conducted by the Visiting International Faculty were taken in November, 2009, January, 2010, and April, 2010; teachers were asked to answer three-five open-ended questions about their successes and challenges teaching a globally-themed curriculum. Classroom observations by the school's leadership team were ongoing from September, 2009 to May, 2010. Individual interviews were conducted in May, 2010 and early June, 2010 by the global team from the Visiting International Faculty to explore teachers' experiences and how the teachers' experiences have impacted student learning. These surveys and interviews provided information for the Visiting International Faculty to inform future professional development plans such as more development in cross-cultural communication, resources, and the integration of global perspectives in the standard curriculum. The teacher learning outcomes were aligned with the North Carolina Teacher Evaluation Process, Partnership for 21<sup>st</sup> Century Skills, and Passport Student Learning Outcomes. According to these outcomes, at the end of the three year implementation cycle, Passport teachers will:

1.0 Develop knowledge of and appreciation for diversity in their local school community and regions of the world.

2.0 Develop cross-cultural collaboration and communication skills to model for students and foster effective interactions and teamwork with colleagues and international learning partners.

3.0 Help students develop critical-thinking skills that are necessary for solving more complex problems, taking diverse perspectives, and analyzing multifaceted local and global issues.

4.0 Develop competence to integrate global knowledge, skills, and attitudes (as defined by Passport Student Learning Outcomes) into instruction, curriculum, and assessment.

5.0 Integrate and utilize 21<sup>st</sup> Century technology in instruction.

### **“Gateway Model”**

The “Gateway Model” was a replica of the “Passport Model” implemented in only one grade level at a time; this non-school-wide model may be more feasible for implementation in an existing school. The Global Gateway Program provided school leaders, teachers, and students meaningful international education experiences. An internationally themed grade-level team was established with an international teacher on the team; thus, providing students with authentic exposure to another culture and the opportunity to develop global perspectives. Teachers on the internationally themed grade-level team learned to effectively integrate global content into their instruction. The learning objectives for this grade-level team are attitudes, skills, and knowledge. The Visiting International Faculty supported this program with professional development for teachers, international teachers, and resources. This non-school-wide model provided an alternative pathway for schools to implement global education.

### **Professional Development and Outside Support**

A teacher experience documentation project was initiated at the beginning of the first year of implementation of the model global program in the globally-themed elementary school to help teachers document their experiences of teaching in the model global program. The project was a collaborative effort between the Cumberland County Schools and the Visiting International Faculty to provide the teaching staff opportunities to share their perspectives and experiences as a teacher in a new global school. The project was intended to benefit teachers by allowing them to reflect on their professional growth and student learning, directly impacting the

evolving model global program, and receiving the Visiting International Faculty support that was aligned with the teacher's interests and needs. The project further intended to benefit the Cumberland County Schools' Global Education Planning Team by providing valuable information from lessons learned during this first year of implementation of the model global program. According to these plans, The Visiting International Faculty also benefited from the information gathered from the globally-themed elementary school to inform their plans to launch other globally-themed schools. The teacher documentation project did benefit the teachers in the globally-themed elementary school by tailoring the support offered by the Visiting International Faculty to their needs and interests; in other words the support and professional development was differentiated to meet the needs of each teacher. Furthermore, the documentation project helped to shape the model global program as it evolved. However, the project did not impact the Cumberland County Schools' Global Education Planning Team. By the end of the first year of implementation of the globally-themed elementary school, and under the leadership of the new superintendent, the Global Planning Team no longer functioned as a team. The Visiting International Faculty did benefit from the teacher documentation project as it informed the model global program and substantiated the quality of the model so that plans could be made to implement the model in other elementary schools.

### **Three Layers of Support for the Model Global Program**

The teachers in the globally-themed elementary school shared their experiences and perspectives throughout the first year of implementation of the model global program. The collaboration between the teachers in the globally-themed elementary school and the Visiting International Faculty staff enabled three layers of support for the model global program. The first layer was communication directly with the teachers, the second layer was coaching sessions

with the leadership, and school visits with the leadership team, and the third layer was the provision of professional development for teacher growth in the evolving development of the model global program.

### **First Layer**

The first layer of support included the online Intercultural Development Inventory, online surveys, sharing of activities and lessons among the teaching staff, and interviews with the Visiting International Faculty staff. In September, 2009, the first year of implementation of the model global program, the teachers completed the online Intercultural Development Inventory (IDI). The IDI asked questions about teachers' perspectives on and experiences with culture.

Teachers completed three online brief surveys in October, January, and March of the first year of implementation. The first survey focused on gathering reflections on the frequency of global integration, experience of working on a global team, and resources desired. Some teachers responded to integrating global themes daily; however, all teachers integrated the global themes at least weekly. The experience of working on a global team varied, some grade levels functioned well as a team and others were more individualized. All grade levels began identifying specific resources needed as well as a specific guide to show how and when to integrate the global themes. In the survey taken in January, 2010, questions were asked about how frequently teachers integrated global themes into their lessons, and how they understood and used the *Seven Principles of Global Teaching* (Visiting International Faculty, 2010). *The Seven Principles of Global Teaching* guided educators in creating thoughtfully integrated lessons. These principles could also be used to analyze and evaluate lessons for maximum global learning. *The Seven Principles of Global Teaching* were created by the staff of the Visiting International Faculty and shared with the globally-themed elementary school staff in a workshop

entitled “Teaching with a Global Focus” in November, 2009. When asked how frequently teachers integrated global themes, the answers were daily or weekly. The teachers responded that they refer to *The Seven Principles of Global Teaching* when they planned lessons, worked with team members in their collaborative planning, and used the principles at least weekly in teaching. The last survey completed in April, 2010, teachers again were asked questions about how frequently they integrated global themes into their lessons, how they understood and used the *Seven Principles of Global Teaching*, and their experience using 21<sup>st</sup> century technology for school partnerships. In this survey more teachers responded that they integrated the global themes daily in their lessons, used *The Seven Principles of Global Teaching*, and researched and used more technologies in the classroom. Technologies included SKYPE, podcasts, webquests, voice threads, ePals, iEarn projects, and blogging.

Successful globally-themed lessons and activities were shared among the teachers throughout the school year in person, through the Ning site, and emails. In the spring, 2010, teachers participated in interviews in-person with Visiting International Faculty staff members and they completed the online Intercultural Development Inventory again.

## **Second Layer**

A second layer of support was found between the leadership team of the globally-themed elementary school and the Visiting International Faculty staff. The principal, one assistant principal, and one instructional coach comprised the leadership team of the globally-themed elementary school. The leadership team experienced high support from the Visiting International Faculty through six coaching sessions with a Visiting International Faculty Coach, based in England. The coaching sessions were conducted via SKYPE. Three leadership visits were also conducted by the Visiting International Faculty Coach touring the school and meeting

with the leadership team. The first visit in September, 2009, focused on establishing relationships and reviewing and refining the leadership development plans for the year. In December, 2009, the second leadership visit focused on conducting effective Learning Walks and delivery of feedback. The last leadership visit in April, 2010, the Visiting International Faculty Leadership Coach met with the principal to highlight accomplishments to date and outline plans for Visiting International Faculty Year II support.

### **Third Layer**

The third layer of support for Gray's Creek Elementary School's infusion of the model program for global education from the Visiting International Faculty came in the form of professional development workshops, classroom observations conducted by the Visiting International Faculty staff, and grade level coaching sessions.

All international teachers hired by the Visiting International Faculty receive an orientation upon arrival in the United States; however, a separate orientation was held in early August, 2009 for visiting international teachers working at Gray's Creek Elementary School in the first year. The day-long workshop was led by Visiting International Faculty Staff at the Visiting International Headquarters in Chapel Hill, North Carolina. The cadre of teachers received a comprehensive orientation to help prepare them for their unique role as visiting international teachers at Gray's Creek Elementary School. Objectives included relationship-building, role defining, and leadership development.

A second orientation was held for the entire staff of Gray's Creek Elementary School in August 2009. This orientation was also a day-long workshop held at the elementary school and delivered collaboratively by the Visiting International Faculty staff and the Gray's Creek Elementary School leadership team. The focus was an introduction to global schools. The

workshop provided numerous opportunities for the entire staff to learn about their own international connections, cross-cultural learning, and resources for global teaching. Objectives included defining outcomes, visioning, and identifying challenges and support systems.

Three more professional development workshops were held for the entire staff of Gray's Creek Elementary school and delivered by the Visiting International Faculty staff. In November, 2009: *Teaching with a Global Focus*, in February, 2010: *Cross-Cultural Communication Styles*, and in March, 2010: *Using 21<sup>st</sup> Century Technology for Global School Partnerships*. *Teaching with a Global Focus* introduced teachers to the *Seven Principles of Global Teaching*. The key objective was to help teachers identify opportunities in the Standard Course of Study for global integration. *Cross-Cultural Communication Styles* was designed to further the cross-cultural learning of the Gray's Creek Elementary School staff. Objectives included recognizing different communication styles, understanding how culture influences communication styles, and discussing how grade level teams can communicate more effectively across cultures. *Using 21<sup>st</sup> Century Technology for Global School Partnerships* focused on creating high-quality school partnerships with classrooms around the world using 21<sup>st</sup> century technology.

Classroom observations were conducted by the Visiting International Faculty staff in October, 2009 and December, 2009. The October classroom observations served as a baseline and allowed the Visiting International Faculty staff to build relationships with the Gray's Creek Elementary School teachers. The classroom observations helped the Visiting International Faculty staff gain a better understanding of the classroom climates and other data to effectively assess the teacher's needs in terms of their development of global teaching capacities. The Visiting International Faculty staff and the teachers at Gray's Creek Elementary School collaboratively planned the second round of classroom observations. These observations

provided the Visiting International Faculty staff an opportunity to observe a globally integrated lesson. During these observations, the Visiting International Faculty staff also looked for changes in the look and feel of the classroom and the use of the *Seven Principles of Global Teaching*.

Two grade level team coaching sessions were held in November, 2009, and February, 2010. In November, 2009, the Visiting International Faculty staff met with each grade level team in a half-day planning session. Snapshots of integrated activities in the past, present, and future were collected and the Visiting International Faculty staff checked on needed resources for follow-up. In the second coaching session in February, 2010, the Visiting International Faculty staff met with each grade level team virtually using SKYPE. These sessions were designed as a mid-year check-in. Teachers were asked to share highlights of the past semester and to discuss plans for the rest of the year with regards to integrating global themes into their lessons.

In answering the second research question of “How did district leaders create a plan and design (design theory) for the model global program in the globally-themed elementary school?” the researcher triangulated the data sources of agendas, memos, and notes from the Cumberland County Schools Global Planning Team, documents produced by the Cumberland County Schools’ International Curriculum Planning Committee, archival data-year 1 from the Visiting International Faculty, and interviews with the principal, instructional coach, and the teacher focus groups of the globally-themed elementary school . These dissimilar methods of data collection were used to describe the design of the model global program in the case study. The consistency of findings was tested through the data triangulation and a deeper insight into the case study was presented.

## **Research Question 3 Findings**

### **Research Question 3**

*What does the staff of the model global program in the globally-themed elementary school actually do in practice (theory-in-use)?*

#### **Major Finding: Implementation of the Model Global Program**

Data analysis found that the model global program incorporated several non-traditional practices which set it apart from a traditional school program. The discussion of implementation of the model global program in the globally-themed elementary school included staffing, daily practices, student performance, successes, challenges, influence and synergy of global education, character education and Positive Behavior Intervention Support (PBIS), and parent perspectives derived from information in the data collected (see Table 14).

#### **Non-Traditional Practices**

The most non-traditional aspect of this globally-themed elementary school was the environment itself. The environment encompassed the design of the global model, the level of respect, responsibility, and maturity among the students and staff, the school-wide focus, and the physical environment.

The design of the global model was set up with each grade level having a world regional focus, a continent. The word “regional” seemed to have a local focus; however, as the staff referred to their regional focus, they understood it was their world region of focus. An international teacher from the identified continent was teaching on each grade level except kindergarten. The international teacher was a direct resource and provided exposure unlike any

Table 14

*Implementation of the Model Global Program*

Sources	Dates	Emerging Themes
Archival data-year 1-3 from the Visiting International Faculty	August 2009-January 2012	Non-traditional practices
Separate interviews with the principal and the instructional coach	December 2011 and February 2012	Staffing
Grade level teacher focus groups in the globally-themed elementary school	December 2011-February 2012	Daily Practices
A parent focus group	February 2012	Student Performance
Classroom observations	December 2011-January 2012	Successes
Lesson plan analyses	February 2012	Challenges
		Influence and Synergy of Global Education, Character Education, and Positive Behavior Intervention Support (PBIS)
		Parent Perspectives

textbook to the region's culture. The teachers on the grade level collaboratively planned together, leaning on each other's strengths, to infuse the global perspectives in every curriculum area, every day. The curriculum followed the same State curriculum that was taught in all elementary schools but as one teacher expressed, "the world regional culture integration adds spice to the learning and excites the students." The findings provided evidence that global links integrated into the curriculum were neither forced nor superficial. Teachers were continually looking for ways to make the global connections for students.

Spanish as a second language was taught to all students in the school; kindergarten and first grade students had Spanish every day for forty minutes and students in grades two through five took Spanish twice a week. All teachers talked about how the language learning carried over in the classroom (see Appendix M). In fact, the kindergarten teachers this year conducted their first round of assessments and one of the questions was to list the days of the week and the students responded in Spanish. The students were so immersed in their language learning that they were saying the days in Spanish without thinking and the teachers were questioning, "Is this ok, can we accept the answers in Spanish?" In the fifth grade the students had a quote or saying of the week in Spanish that was introduced in their morning meetings which were held in their regular classrooms each day. Although this globally-themed elementary school was in a rural community in southeastern North Carolina where the dialect is very southern, these students were quite proud of their Spanish language learning and near perfect enunciation was heard when students were reading words in Spanish displayed in the hallways or giving the names of countries on the map.

A high level of respect was seen among the students for other students and for the faculty. The principal noted that discipline problems in the school were almost non-existent.

Character education was taught in the school and good behavior was encouraged and rewarded through the Positive Behavior Intervention Support (PBIS). The interconnected teaching of character education and global education in the globally-themed elementary school was a surprise finding in the study. The character education fostered openness and tolerance for studying other cultures and studying other cultures enhanced the tolerance and respect among the students and staff in the school as noted in the researcher's observations. All teachers in every grade level shared that an attitude that was embraced and taught in the school was that "different is not bad or weird, it's just different". Students learned and accepted this attitude and it helped them to be slow to judge and to be more tolerant of each other as observed by the researcher. One teacher said, "You see kids who are willing to work through problems and talk about things, they respect each other, they are tolerant of each other and work together" (see Appendix M). These student attitudes were noted by the researcher as a major difference in this globally-themed elementary school as compared to the characteristics of students in a traditional elementary school. It was also an extraordinary step outside of the typical parochial attitude found in southeastern North Carolina.

Through the researcher's observations in the classrooms one could see how responsible students were for their own learning. Students were engaged or moving from center to center working independently on fluency in reading, vocabulary, Study Island activities on the computer, or taking an Accelerated Reader test on a book read. The centers were organized and students received a sheet each week with various tasks that had to be completed during the week from the centers. They were not wasting time or waiting for step by step instructions. They often worked collaboratively with their peers in small discussion groups about articles read, or new math concepts learned.

In a fifth grade observation students chose a partner and read an article about “Problem Pets”, they had to agree or disagree with the author’s view and then give their own viewpoint, each student explaining and supporting their view. Groups of students in third grade worked on South African recipes in a math center. The students had to convert the measurements from the metric system and convert fractions. Each group ended with a different South African treat to enjoy. Another third grade observation found students studying, growing, and repeating patterns in which they incorporated information about the Ndebele tribe from South Africa. The Ndebele tribe communicated with patterns when painting their homes and making jewelry. Students used colored beads to create their own Ndebele pattern.

Teachers on several grade levels talked about how the student’s curiosity was peaked and they were looking for things related to their global regional focus. When the students were at home, they were looking and listening for information in the news and on TV channels such as National Geographic that related to their regional focus. The parents were finding themselves engaged in this learning as well. The students proudly brought in things from home and shared with their teachers and their classmates. In first grade, where the regional focus was Australia and New Zealand, one teacher shared that a student came in and asked, “Did you know that the Australian Open is happening now?” Fourth grade students brought in information about the recent shipwreck in Italy, the rugby world cup, and they say, “Remember when you taught us about this country?” Students were invested in their learning, they wanted to know more.

The global infusion was seen school-wide in the globally-themed elementary school. The principal was always looking for ideas and ways to infuse the global connections into the environment of the school. His vision was global; it included all of the world’s regions. One way that the global component was infused school-wide was through cultural assemblies. Three

to four times per year the students and staff had the opportunity to see visitors from around the world. If the focus of the assembly was Latin America, the assembly was not just for fifth graders who studied Latin America, but for all grade levels in the school. The cultural assemblies were scheduled through the Bureau of Lecture and Concert Artists, Inc. (Assembly Line, n.d.). The Bureau has been providing cultural programs to schools in the United States and Canada for over 100 years. Some of the cultural assemblies presented at the globally-themed elementary school were the Chinese acrobats, African Dance and Drums, and Math Magic.

The globally-themed elementary school's physical environment was completely immersed in the global theme. Every part of the school displayed the look and feel from all of the regions around the world that were being studied in the school. For example, an international display of flags, a globe, artifacts from various countries, and an internationally themed rug were at the front door of the school; a large world map was on the wall next to the main office, individual world regions were displayed outside of the grade level classrooms, clocks representing the time zone from each of the regions were displayed near the cafeteria, the media center displayed books about different countries and cultures around the world, and the world map was painted on the bus parking lot where the students entered the building. Some of the teachers talked about how the global infusion was all around the students and staff all of the time, it was not just something extra that they threw in every now and then. Being surrounded by the look and feel from each of these regions helped the students to experience the culture from the regions rather than just studying about them.

Once a year the school sponsored a Multicultural Night in which students, faculty, parents, and community members participated. The night was used to showcase what the students have learned throughout the year. One grade level world region was chosen to be the

feature region for the year and their continent was presented in the school gym. The grade level featured had a wide variety of stations for visitors to learn about the culture from their region; it was decorated with murals and various forms of artwork and artifacts; and native guests were invited to share information about their culture. Visitors also travelled throughout the school to taste various foods from around the world, learn new dances, create crafts, and see examples of student work displayed.

## **Staffing**

Staffing the globally-themed elementary school was important to the implementation of the model global program. Staffing components included leadership, international teachers, the hiring process, staff characteristics, teacher turnover, and teacher evaluations.

## **Leadership**

Leadership is the heart of the compass; it is the backbone to initiatives, successes, and accomplishments within a school (Cunningham & Cordeiro, 2009; Fullan, 2010; Hargreaves & Fink, 2004). In creating this model, the Visiting International Faculty team and the Global Planning Team of Cumberland County recognized the importance of leadership and placed an emphasis on developing the leader in the globally-themed elementary school. An advisor from the Visiting International Faculty team worked with the newly named principal, who was a seasoned elementary school principal, beginning in February, 2009. The principal's global education journey began with visits to other elementary schools that were infusing global education in various ways. The principal met with the advisors from the Visiting International Team intensively over the next two months, where they discussed different aspects of the design of the school, created a pool of international candidates to interview for teaching positions, and

identified characteristics needed for American teachers to fit in this model. The faculty hiring process began in April, 2009.

The leadership team of the school was trained and coached to lead the school in implementing the model global program. The assistant principal left after the second year of implementation when she became the principal of another elementary school in the county. The new assistant principal was in place for the third year.

Professional development for the leadership team of the school was intensive, face-to-face, and consistent throughout the first year of implementation. In the second and third year, some of the professional development was delivered through meetings via SKYPE and phone conversations with the global team from the Visiting International Faculty. The professional development focused on key areas of leadership for the global model such as school climate and global integration practices. One component of the professional development for the leadership team of the school was SKYPE sessions with one of the Visiting International Faculty contacts who was responsible for recruiting and interviewing teachers from the United Kingdom; this Visiting International Faculty staff person lived in the United Kingdom. Each month the leadership team of the school and the representative from the United Kingdom held a SKYPE session for about an hour to talk about leadership components, such as assessments, coaching, evaluations, change, school climate, global integration, and recruitment and hiring practices. These sessions took place in the principal's office or the assistant principal's office. Occasionally, an informal session took place between the principal and the representative from the Visiting International Faculty in the United Kingdom after school hours in their homes.

During the summer after year two of implementation of the model global program, the principal spent a week in England with the Visiting International Faculty representative; through

this experience, he was immersed in the culture. The purpose of this visit was for the principal to visit the schools in England, to interact with their school leaders, and share in discussions with their students and teachers about the learning process. The principal explained, “Experiencing their culture in a variety of settings allowed me to understand their political structure better and the impact it had on schools.” He noted similarities and differences. The major differences were school choice was available to all parents and students, school principals were in charge of every budget decision from facilities to personnel, and transportation in the form of buses was non-existent. Another difference noticed in the school system in England was that global education was not a focus, it was “business as usual”.

Becoming a global leader was a learning process which had to be developed through professional development because it was a new dimension for the leaders in the school. These SKYPE sessions enabled the leadership team to gain a different perspective for what they were doing in the school. The sessions helped the leadership team to know if they were on the right track and helped them to gauge their performance. The principal considered the sessions to be valuable and helpful in his growth of a global perspective. His philosophy is highlighted in these statements from the principal’s interview with the researcher, “if I want our teachers to be global teachers then I have got to be a global leader.” He continues, “So, I am always looking for new ideas and ways to infuse that into our environment, not specifically for just one grade level but it has allowed me to look at it from the school level.”

The principal discussed the roles of the principal and the leadership team for this global model. He believes that an essential piece to make the model work in a school is that the school leader must believe in the model, have a vision for it, and be able to support the teachers in the implementation of the model. He believes that global education adds relevance and meaning to

student learning and that it motivates them to want to know more about the world. Students are building strong background knowledge, developing critical thinking skills in their acquisition of knowledge, and learning various ways to communicate with others around the world. The principal believes that the global exposure will be evidenced later on when the students can make real life application of what they are learning on each grade level.

The teachers in the globally-themed elementary school also believed that leadership was crucial to the success of the model. Teachers reported that the principal of this school really believed in the model, was enthusiastic, carried the vision, was open-minded, and supported the teachers. The teachers felt that the model global program was strong but that the leadership made it better.

The leadership team supported the teachers in a variety of ways. One of the most valuable ways they showed their support was giving the teachers the freedom to try new things in their classrooms. The leadership team encouraged creative thinking on ways to incorporate global themes in all content areas and provided the resources to teach the lessons effectively. One of the fourth grade teachers spoke to the principal about doing a unit on the Highland Games, a local adaptation of the Scottish Highland Games. Being a new teacher on the staff, he was not anticipating the response he was given, which was “run with it and let me know if I can help”. This teacher stated, “I mean that gives you as the teacher the drive to want to do more, knowing you have the leader’s support.” The students spent time researching and studying about the Highland Games and finally creating the event for all students in the school to participate. The instructional coach talked about how the leadership was very involved but they gave the teachers leadership and space because they believed they would make a strong educational decision based on what they were teaching.

After the principal visited England in the summer of 2011, he gave a presentation of this visit to the fourth grade students at the beginning of the school year because they would be studying Europe. Later in the fall, during International Education Week, the principal shared the presentation with other students in the school. A teacher said, “I’m not sure all administrators would take the time to do that.” The principal, in turn, credited teacher leadership and said, “Hopefully through their leadership, leaders would get buy-in from the staff and a direction and momentum that would carry and sustain the program.”

The principal of the globally-themed school commented that he has been forever changed. He shared that his experiences in this model have “been embedded in my life-long learning process” and that serving as the principal in this school after ten years as a principal, “I feel like this has been a spark in my educational journey”. He encouraged his staff to be risk takers, to think out of the box, and to expose themselves and their students to world events, different cultures, and multiple languages. He said, “It has motivated me to become more knowledgeable of other cultures and search for innovative ways to reach our students and staff.”

The principal supported inquiry based learning, projects and activities that promote global learning. He stated, “Sometimes they flop and sometimes they are fabulous. We learn from them and try to improve with each endeavor.” The principal noted that having guest speakers from around the world was always an informative experience for students and staff. However, early on, one speaker gave a presentation and there was no detailed questioning structure planned for the students. The principal remembered, “This resulted in less than quality questioning of the guest speaker and bordered on being culturally insensitive”. The school staff continued to work on this to be better prepared with the front loading of information and having questions ready for future speakers. Another area where the staff has grown and made

improvements based on their experience was with the student awards ceremonies. The staff decided how to do the awards on their own, resulting in inconsistencies throughout the school. The staff now provides quality, consistent awards for each grade level, each nine weeks. For example, each grade level recognizes students for achieving honor roll, perfect attendance, and citizenship.

### **International Teachers**

In the “Passport” model for global education, each grade level had a regional focus. Each grade level in this globally-themed elementary school was identified by a continent. The design as implemented in this globally-themed elementary school had an international teacher from the world regional focus placed in each grade level. The teachers felt that the international teacher was a vital resource to the team but that the international teachers were not expected to be the only resource. Teaming was an important component to the implementation of the global model. The international teacher served as a direct resource to teachers and students in the globally-themed elementary school.

### **Hiring**

In the first two years of implementation of the global model in the globally-themed elementary school, there were three teachers in each grade level, one through five, an international teacher and two American teachers, and two American teachers in kindergarten. The international teachers were chosen from a pool of candidates from the countries represented by the world regional focus in each grade level. Year three saw the addition of one American teacher in kindergarten, and an additional American teacher in grade four.

One struggle in the hiring process as expressed by the staff of the Visiting International Faculty and one of the international teachers in the globally-themed elementary school was

finding the perfect fit. Certainly in looking for a first-grade teacher, the best hire would be a highly effective teacher trained and experienced in teaching first-grade. However, matching the teacher criteria with someone from the regional world focus for a particular grade level could be very difficult. Unknowing to the principal, the depth of this problem, he learned what a struggle this hiring dilemma was during the third year of implementation. In looking for a first grade teacher from Oceania, he hired an upper grade teacher from New Zealand to teach a first grade class in the globally-themed elementary school. The teacher was successful in immersing the culture in the grade level and the school but struggled with active engagement, appropriate instructional strategies, and classroom management. The principal stated, “This has been a lesson we will not repeat”.

### **Staff Characteristics**

Teachers came to this globally-themed elementary school from a variety of backgrounds; some were first year teachers and some had years of experience, some had travelled or studied outside of the United States, some came from other states and some were born and raised in the local area and have not travelled far beyond this area. However these teachers seem united by a passion for global education. One group of teachers stated, “Enthusiasm and commitment make it work. Students would sense if you are not 100% committed to what you are teaching.” They also said that teachers must be willing to help kids explore the world without their own views impeding the exploration. They often must be willing to delve into areas where they are not the experts, everyone is learning together, students and teachers, in the school. The fifth grade teachers all agreed, “if you do not like learning or if you think you know it all, then a global school is not where you should work”.

The kindergarten was staffed by three American teachers, first, second, third, and fifth grades had one international teacher and two American teachers each, and fourth grade had one international teacher and three American teachers. Of the fourteen American teachers, three had studied and travelled abroad, six others had travelled to countries outside of the United States, and five had never studied, travelled, or taught outside of the United States.

The teaching experience of the American teachers fell mostly in the beginning stages, two first year teachers, three teachers in their third year, six teachers in their fourth year, one with ten years of experience, one with seventeen years of experience, and one with twenty-four years of experience. The international teachers were teaching in the United States on a special visa and hired through the Visiting International Faculty. Their visa allowed them to teach in the United States for five years. The five international teachers in the globally-themed school were all seasoned teachers with an average of twenty-three years of experience.

A gap appeared in the experience level of the teachers, with the American teachers at the beginning of their career and the international teachers being seasoned with years of experience. However, no struggles were noticed due to the fact that all of the staff was teaching for the first time in the model global program. The international teachers brought ideas based on their previous experience and from the countries they represented but the beginning teachers were creative with the integration of the global perspectives. The blend of fresh and seasoned ideas helped the staff with the delivery of new ideas and concepts, leading to overall success.

All teachers were assessed formally through the North Carolina teacher evaluation instrument and informally through collaborative planning sessions, walkthroughs, and classroom observations by the administrative team in the school and the staff of the Visiting International

Faculty. Constant feedback through the informal assessments was provided for the teachers to realize continuous growth as a global educator.

### **Teacher Turnover**

The globally-themed elementary school experienced some teacher turnover in the three years of its implementation. The turnover occurred primarily because of international teachers having to return to their country or American teachers connected to the military by a spouse, having to relocate. Significantly, no teachers transferred to another elementary school in the district as a preference of leaving the globally-themed elementary school. Nevertheless, every grade level experienced teacher turnover since year one of the implementation of the global model. Two international teachers left and were replaced with another international teacher from the continent in the regional area of focus for the grade level, the first grade teacher from Australia left after year two, and the Asian teacher in grade two was replaced after year one.

New teachers hired in the globally-themed elementary school have come on board with enthusiasm and a willingness to embrace the global model. Teachers' motivation, efficacy, job satisfaction, and commitment are critical predictors of a teacher's work performance and turnover (Day, Elliot, & Kington, 2005). Teachers on the grade level were involved in the interviewing process to select new team members. The longer termed team members helped in the planning and gave guidance to the new teachers. They also gave them the freedom to choose what they wanted to do in their classrooms and to contribute to the team planning. New teachers in year two and three, just like the teachers who were hired in year one, did not fully understand what the model would look like but they were excited, enthusiastic, and ready to embrace the challenge. Even in the beginning, teachers had to figure out how to work best together. The principal said that hiring the right person for a team was always a worry for him because he

believed that true collaboration was important, and finding highly-qualified people who believed in what you were doing was critical to the success of the model global program.

## **Teacher Evaluation**

The implementation of the global model in the globally-themed elementary school aligned with the North Carolina Teacher Evaluation Instrument. The Visiting International Faculty team created a walkthrough form that aligned the global model with the evaluation instrument (see Appendix L). Two areas of the global model included: Classroom Climate and Environment and Global Instructional Integration and Strategies. The criteria for these two areas of the global model were specifically aligned with the North Carolina teacher evaluation instrument.

The criteria of the classroom climate and environment was student work which reflected global learning and regional emphasis and displays of regional décor, photos, bulletin boards, maps, flags, money, and clothing were aligned with Standard 2b on the North Carolina teacher evaluation instrument. The criteria for the global instructional integration and strategies covered six areas: (1) Connected content across cultures and disciplines; integrated regional content into curriculum; made connections across local and global cultures; integrated content across core subjects and disciplines was aligned with Standards 2b, 3b, and 3c on the North Carolina teacher evaluation instrument. (2) Thinking critically and globally incorporated perspective taking, promoted appreciation of and reflection on cultural differences, similarities and ambiguities, encouraged empathy and diverse viewpoints was aligned with Standard 4e on the North Carolina teacher evaluation instrument. (3) Integrating and assessing global learning checked for student understanding and provided opportunities for communication about learning progress, engaged students in developing and interpreting their global learning goals, used student reflections,

essential questions, and portfolios to help students process and communicate their global learning progress aligned with Standard 4h on the North Carolina teacher evaluation instrument.

(4) Student teamwork and collaboration utilized learning teams, structured activities that develop student's teamwork, collaboration, communication skills with classmates, international peers and diverse community members aligned with Standard 4f on the North Carolina teacher evaluation instrument. (5) Inquiry-based instruction modeled and provided opportunities for students to ask critical questions, encouraged curiosity and creative thinking, incorporated diverse perspectives in problem solving and reasoning when analyzing local and global issues was aligned with Standard 2b and 4e on the North Carolina teacher evaluation instrument. Lastly, (6) 21st century technology in the global classroom connected students to international peers through use of technology in instructional activities and collaborative projects, developed student skills to conduct research online, evaluated credibility of sources, and analyzed and communicated findings about world regions aligned with Standard 4d on the North Carolina teacher evaluation instrument. The use of the walkthrough form gave teachers immediate feedback as to what global infusions were present in their classrooms and ideas of what other things might be included.

### **Daily Practices**

A major component of the global model was the daily integration of global perspectives and the regional studies assigned to each grade level. Students not only studied the regions and their cultures but they actually experienced them through meaningful learning. Examples included working on a Science project with a classroom in Africa through a SKYPE session, simulating the Highland Games, touring Latin American countries via SKYPE with a student

studying abroad there, celebrating Australia's Independence Day, and celebrating the Chinese New Year.

Teachers by grade level collaboratively planned during a weekly common planning period. Each teacher brought information, ideas, and strategies to the table for discussion and planning. The Internet provided a plethora of resources all at their fingertips immediately. Also, the international teacher was a vital resource to the team in this planning time. A common practice was to compare and contrast the regional culture being studied to the student's own culture. This practice informed the students of the new culture being studied and it also helped students to identify and understand their own culture better.

The infusion of the global perspectives was seen school-wide through the vertical planning, the inclusion of resource classes, and the school-wide assemblies featuring visitors and speakers from around the world. All teachers spoke about how the strong vertical alignment and collaboration influenced and provided continuity for the students' learning (see Appendix M). Planning notes from each grade level were shared with the itinerant resource teachers and the resource teachers shared their plans with the grade levels so that the students' learning could be integrated and reinforced. The visitors and speakers who performed and spoke to the students provided a first-hand experience for the students and the teachers. The students and the teachers were learning together. One teacher shared, "I go home and post online a picture of a kangaroo five feet from me, and I ask 'what did you do on your job today?'"

Teaching character education and reinforcing good behavior through PBIS set the tone and enabled students to understand the various cultures they were studying. Students and staff lived by the platinum rule which stated "treat others the way *they* want to be treated". They explained that the golden rule does not always cross borders effectively because sometimes

treating others the way you want to be treated is not the way they want to be treated. A common theme throughout the character and global education components was the idea and attitude that different is okay; it is not wrong, weird, or gross. This concept developed tolerance among the students and they were able to accept the people whom they were studying from the regions around the world.

### **Student Performance**

The students in the globally-themed elementary school were being exposed to much more information than was in the state mandated curriculum; however, to date no official measurement of this enriched learning has occurred. Currently, the state measures student performance through the End of Grade tests at grades 3, 4, and 5. The 2009 and 2010 case study school's student performance scores were collected and analyzed in the data. In the same attendance area of the globally-themed school were two other elementary schools. All three schools had similar demographics. The student performance as indicated on the End of Grade scores for all three schools was compared (see Figure 2). The globally-themed school was also compared to the county and state averages.

The globally-themed school scored above the county (and state) averages in reading for both the 2010 and 2011 school years. In math, the student performance in the globally-themed elementary school was slightly above the county (and state) averages in 2010 and mirrored the county (and state) averages in 2011. However, in science, the globally-themed elementary school's student performance was well above the county (and state) averages.

As compared to the two other elementary schools in the attendance area, the globally-themed elementary school's student performance was slightly above the other schools in reading in 2010 but dropped a little below one of the other schools in reading in 2011. In math, the

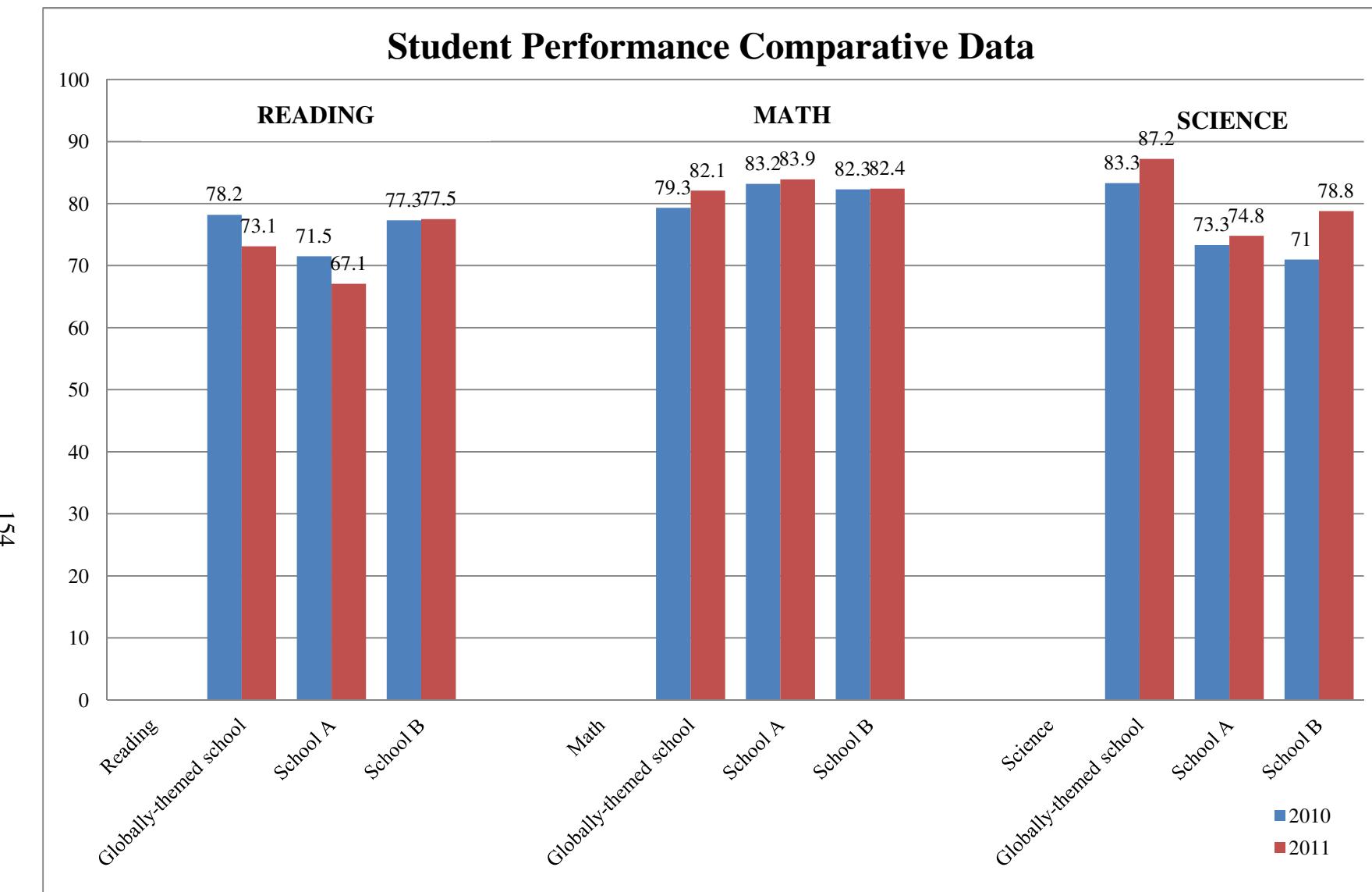


Figure 2. Student performance comparative data.

globally-themed elementary school's student performance has been a little below the other two elementary schools in both 2010 and 2011. In math and science, all three elementary schools improved their student performance in 2011 as compared to the student performance in 2010. In science, the student performance in the globally-themed elementary school was higher than the other two elementary schools in the attendance area. The principal stated, "I think that the background with global knowledge and the world within has allowed them a perspective that has really carried their science understanding to a deeper level and the students have excelled the first two years in science."

### **Successes**

As these findings illustrated the measure of student success, student learning in the globally-themed elementary school may not be expressed best in their standardized test performance even though the students are at or above average in all tested areas except math. In contrast to periodic test scores, the faculty and staff in the globally-themed elementary school saw student successes every day. As seen from their perspective, teachers described student success in the following way. The exposure that students were receiving in their daily instruction gave the students freedom, experience, and awareness to not be stuck in one way of thinking. Students were open to new things, had aspirations to travel the world, were more receptive of others, wanted to learn, and were excited and inquisitive about school. Students retained so much information from one year to the next because of the experiences they had, the depth of their learning, and the relevance to meaningful connections.

Exposure to other cultures has helped them to understand differences, not be so judgmental, and to diminish stereotypes. Comparing and contrasting the new cultures to their own culture helped the students to gain a deeper understanding of their own culture. Students

demonstrated a profound knowledge of the world's geography, they knew the difference between a country and a continent, and they knew all of the continents and oceans of the world. Learning this geographic knowledge was reinforced and relevant as they studied their region of focus for their grade level and when they were exposed to other cultures through school-wide assemblies and activities that were sponsored by other grade levels in the school.

The principal felt the most successful part of the model global program was the world region focus on each grade level. Each grade level having a regional focus gave the model a structure in which the staff could build and move forward. Activities and resources were aligned to the regional focus. It was the regional focus that drove the teacher's efforts in research and looking for the appropriate resources.

One of the key factors in the student success and the success of the global model in the globally-themed elementary school was the buy-in by all stakeholders. The students bought-in to the global program because they wanted to travel and learn about the different countries. The students were excited, curious, and "on the edge of their seats" about what was next because all aspects of the curriculum were globally infused. In a third grade classroom, the students were watching videos of the great migration in Africa. They were excited to share their observations, opinions, and inferences. Two students shared information they had seen on the National Geographic channel on TV at home the night before. The teachers bought-in to the global model as well. They were enthusiastic and passionate about what they were doing. The enthusiasm observed in the classroom was a circle effect: the teachers were infusing the global connections in the standard curriculum which peaked the curiosity and excitement in the children, and the children's excitement inspired the teachers to do more. The teachers collaborated well together

and were always making changes to improve their global teaching. Teachers had many opportunities to grow in their world knowledge too.

Total buy-in from the parents did not exist in the beginning for several reasons: they were not sure what the global model was really going to look like, they were not sure if it was going to take away from their student's success on the standardized tests, and they were not sure if they wanted their child to learn another language. However, most parents quickly gained excitement for the global model when they saw the interest and enthusiasm for learning in their children. Several teachers noted that students often shared what they are experiencing at school, or what they had seen on a TV show that connected to what they were learning in school, or in the news with their parents and this got parents involved, peaked their curiosity, got them more in tune with the news and the world around them and they were then learning with the students too.

### **Challenges**

Typically, the most challenging aspect of implementing a new innovative program is getting the buy-in from the stakeholders and overcoming the fear of change. In this model globally-themed elementary school, those sorts of challenges did not exist. This was a new school designed for the implementation of the model global program before any of the staff were hired. When the staff was interviewed, they were informed that this elementary school would be implementing a model global program. While they did not know exactly what the model would look like since the model evolved as it was implemented, they believed they were prepared for the challenges and expectations of implementing a new innovative program in the globally-themed elementary school.

Challenges for individual teachers included the problem of knowing how to infuse the global curriculum links and not treating the global curriculum as a separate subject, taking the risk to integrate the global curriculum even though the teacher might not have always felt confident or comfortable with it, teachers dissolving their own stereotypes, getting past the idea of it being a lot of extra work rather than a different perspective on how to teach the curriculum, and the simple fear of thinking that you have to know everything before you start. In the beginning it was challenging for both international teachers and American teachers, to know where to start, what they would choose to integrate, always thinking about relevant connections in the curriculum rather than adding fluff. The teachers wanted to infuse the global perspectives without forcing them; therefore, they looked for opportunities for global infusion. They looked for opportunities every day, perhaps not every subject, but every day.

Particularly challenging was integrating the fourth grade Social Studies curriculum which focused on North Carolina with the Passport model's world region focus on Europe. A highlight in their global connections was studying and experiencing the Highland Games which originated in Scotland and has a big focus in North Carolina (Powell, 2006). It seemed easier for the international teachers to make connections because their connections came from their life experiences, however, the international teachers did not feel confident or comfortable in knowing everything about the continent that they were representing. Teachers were learners themselves-they have researched and studied their regions of focus as well as learned new strategies and teaching methods. All of the teachers felt that their own knowledge base of the world had grown through their experience of working in the globally-themed elementary school. The teachers developed the skill of collaboration to effectively work with their teams which was also a skill

that they taught their students as they studied the cultures around the world and how the peoples of the world lived and worked together.

Two beginning challenges were finding the resources to implement the global model and building rapport with the parents and community for the impact that the model global program would have on the students. A few teachers shared that they believed the resources were there all along but in the beginning they did not know what they were looking for or where to look for the resources. For example, the second grade teachers had Asia as their world region focus and they stated, “It is a huge place, where do we even start?” Narrowing down to what they wanted to teach enabled them to look for the resources needed. The fifth grade teachers, whose world region focus is Latin America, found that most of the resources online about Latin America were written in Spanish rather than English, leaving them with few resources to aid their curriculum.

The staff tackled this challenge by developing a plan, outlining how each grade level would focus on incorporating global perspectives into their classroom. Some grade levels decided to focus on sharing one country a week, others began the integration around themes such as holidays or food, and some groups looked at the curriculum content to decide where to integrate the global perspectives. By having a plan of action, grade level teams were able to focus their search for resources. Another way the staff overcame this challenge was to begin sharing more with each other. They found that many times their search for resources led to a wealth of information that would benefit everyone. The Visiting International Faculty also provided resources for the staff by creating culture kits for each grade level. By the third year of implementation, however, the teachers identified the challenge as finding the time to fit it all in. The staff continuously worked to prioritize and select the richest resources to provide global perspectives and relevant meaningful learning.

Building rapport with parents and community began by involving them in a meeting before the school opened to share the ideas and the design of the global model as it was known at the time and to develop a vision and mission for the school. Still, being a rural community, it was difficult to get all parents on board. One parent asked, “Why does my kid need to know Spanish?” “He’s not speaking Spanish in my house.” However, in the third year of implementation, the rapport and support from the parents and community had come full circle. If there was an event at the school involving a global connection, the parents were there. They were looking for an excuse to come be a part of an activity or attend a cultural assembly.

### **Influence and Synergy of Global Education, Character Education, and PBIS**

The integration of character education and Positive Behavioral Interventions and Supports (PBIS) with the global initiative seemed to be such a perfect fit. A synergy of these three initiatives was felt in the building. Each one supported the others and enhanced the outcomes of all three: global education, character education, and PBIS. Global education focused on teaching about the world and the cultures of people who live around the world. Character education focused on character traits such as respect, responsibility, and trustworthiness. PBIS was a system of supporting positive behaviors through expectations and rewards.

Teaching character education and implementing PBIS helped to keep the students engaged, on task, and motivated at the same time to show positive character. The principal stated, “Everyone wants to know when they are doing real well”. The positive behavior allowed the staff to focus on the academic expectations. The staff gave the students bear paws which was the school mascot to let them know they were doing well. The principal said that bear paws may

seem a little insignificant but he believed that continued acceptance and approval of their actions led students to being the kind of student they wanted them to be.

The character education complimented the global education in the globally-themed elementary school by creating ‘global citizens’ who could communicate and collaborate with one another. Global education was infused throughout the state directed curriculum, character education was taught in the morning meetings and other opportunities throughout the day, and PBIS was implemented by all teachers in the building every day.

Learning was exciting, meaningful, relevant, and connected for the students because they were experiencing the cultures around the world rather than just reading about them or studying about them as a separate component such as a chapter in their social studies book. The excitement of their learning was evidenced in how the students were so aware, were listening for and looking for connections to their regional focus. Students and staff respected one another in the globally-themed elementary school. They had a high level of tolerance for each other. This tolerance was observed among the students in the classrooms, hallways, cafeteria, and on the buses. “The Platinum Rule”, treating others the way they wanted to be treated, was embedded in everything they did. The teachers were amazed at how well the students treated each other, especially the new teachers to the school, noted student behavior as a big difference in the globally-themed school as compared to schools in which they taught before.

### **Parent Perspectives**

When the globally-themed elementary school opened in the fall of 2009, students were assigned to the school based on where they lived. It was not a School of Choice. Most of the parents, who were satisfied and happy in their previous elementary school, were not happy about the reassignment. For one family, this was their third assigned elementary school in four years in

the same attendance area. However, a parent meeting held in the late spring before opening the school in August, 2009, was very successful. Parents were invited to the school and asked for input into the vision and mission of the new school. This was the beginning of creating the supportive culture that is felt among the stakeholders now in the third year of implementation.

A group of parents were interviewed to gather their perspectives of the globally-themed elementary school in its third year of implementation. Most of the parents were very pleased with the school. A couple of the parents interviewed, transferred their children to this school from a private school. They believed the globally-themed school offered more of a challenge, engaged the students, and created an enthusiasm for learning to a higher degree than the private schools their children attended. Previously, they chose private schools because they were looking for more academic rigor, however, in the globally-themed elementary school they have found the rigor and an enthusiasm to want to learn more on their own. Several of the parents interviewed had more than one student in the school. One parent particularly liked the importance of diversity in the school, how students learned to tolerate differences and felt that the program “grows the child’s intellect beyond what is normal and comfortable”. Several parents felt their children would be bored if they were not receiving the challenges here in the global model program.

All of the parents talked about their children having more of a desire to learn and how the dinner table conversations were quite different. Family participation in the school was at a high level. Parent volunteers were readily available for classroom activities, field trips, supplying materials and resources for class projects, and attending cultural assemblies sponsored by the school. The relationships between the teachers, students, and parents were unique and more of a true “family” bond than is found in most schools. As stated earlier, the excitement and

enthusiasm between teachers and students was always present in the classrooms and daily practices of the school. The parents felt like they were a part of the school, they were welcome, and they were excited about what their children were learning. “The teachers want to be here, the students are engaged, people love being here, and the school loves parent volunteers.” Another parent spoke about the parent involvement, “when you find out what they’ve learned, you want to be involved.” This parent comment suggested that parents were also increasing their knowledge of global issues through their child’s participation at the school.

However, several concerns were noted from the parent perspectives. First, some parents were concerned that the global infusion may take time away from the preparation for the End of Grade tests in reading, math, and science. Secondly, one parent expressed that while her daughter was really excited to study Asia in the second grade, she was not as interested in the study of Africa in the third grade.

One parent expressed concerns that he felt there were some disparities between the classrooms with the international teachers and the American teachers. He noted what a difference the authentic experience was in the international teacher’s classroom as compared to what sometimes appeared that the American teacher was researching on the internet at night and sharing in class the next day. He first said he thought all of the teachers should be international teachers. Another parent expressed that she did not want her daughter to have an international teacher because her daughter had a speech impediment and felt that it would be more difficult and stressful for her daughter to have to discern the different accent. Then the first parent said, “Well it would be really great if all of the teachers could have the global education background, perhaps have studied or taught in another country” to better prepare them to teach in a global school. Teachers worked collaboratively in the grade level planning meetings to ensure that

quality instruction was taking place in all classrooms and that global connections were infused throughout the curriculum. The teachers also rotated students on a grade level to get those rich experiences provided by each teacher's strengths and to avoid disparities between classrooms.

In answering the third research question of "What does the staff of the model global program in the globally-themed elementary school actually do in practice (theory-in-use)?" the researcher triangulated the data sources of archival data-year 1-3 from the Visiting International Faculty, separate interviews with the principal and the instructional coach, grade level teacher focus groups in the globally-themed elementary school, a parent focus group, classroom observations, and lesson plan analyses. These dissimilar methods of data collection were used to describe the implementation of the model global program in the case study. The data triangulation tested the consistency of findings and a deeper insight into the case study was offered.

#### **Research Question 4 Findings**

#### **Research Question 4**

*How does the model global program relate to Hanvey's five dimensions of a global education?*

#### **Major Finding: The Model Global Program as it Relates to Hanvey's Five Dimensions of Global Education**

Robert Hanvey's *Five Dimensions of a Global Education* was written in 1976 and has stood the test of time. His work has been quoted in much of the research on global education from 1976 until the present. The five dimensions, Perspective Consciousness, State of the Planet Awareness, Cross-Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choice represented a well-rounded global education. Data analysis found that while the

model global program in the globally-themed elementary school was not built on Hanvey's five dimensions, the lesson plans, classroom activities, and school-wide events indicated that these dimensions were covered in each grade level during the course of the year.

### **Perspective Consciousness**

Students studied the cultures from their regional focus and they learned of other parts of the world through vertical presentations and school-wide events. They learned similarities and differences among the peoples of the world and this gave them a perspective consciousness that they would otherwise not know.

### **State of the Planet Awareness**

The teachers incorporated current events and brought in guest speakers which informed the students of what was going on in the world far from what they physically saw every day. They saw people who had been affected by calamities such as tsunamis, earthquakes, wars, and hunger. Discussions were held on how these events that affect people around the world may also affect them. They also talked about how to reach out to those affected by such calamities and the students did this by collecting monies to send to Haiti after the earthquakes and contributing to the Wounded Warriors organization.

### **Cross-Cultural Awareness**

Studies with the international teachers, cultural presentations, and SKYPE sessions, helped students learn about cultures around the world. They compared and contrasted how others live as compared to their own culture. The studies helped to develop a respect for all other peoples.

## **Knowledge of Global Dynamics**

Knowledge of global dynamics was seen in the discussions and activities that centered on monies used in other countries, water conservation, energy conservation, recycling, planet earth, importing and exporting goods around the world, and leaders from various countries. Students had many opportunities to act locally with such projects as recycling or conservation efforts that have global effects.

## **Awareness of Human Choice**

Teachers tried to make students aware of how decisions today would have consequences in the future through such topics as endangered animals, conservation, changes in the family structures in some countries, and their wants and needs. The students were often involved in the local community or a service learning project that helped to tie these dimensions together, such as sending cards to Veterans, conducting canned food drives, and sending holiday letters to US troops serving around the world.

In answering the last research question of “What does the staff of the model global program in the globally-themed elementary school actually do in practice (theory-in-use)?” the researcher triangulated the data sources of archival data-year 1-3 from the Visiting International Faculty, interviews with the principal, instructional coach, and teacher focus groups in the globally-themed elementary school, a parent focus group, classroom observations and lesson plan analyses. These dissimilar methods of data collection were used to describe the model global program as it relates to Hanvey’s five dimensions of a global education in the case study. The data triangulation tested the consistency of findings and offered a deeper insight into the case study.

## **Summary of Findings**

This chapter described the model global program in a globally-themed elementary school in southeastern North Carolina. A theory of action approach was used as the framework to report the data. Specifically, responding to the research questions about the intention of the district leaders in creating a model global program in a globally-themed elementary school, the design of the model global program, and what the staff of the model global program in the globally-themed elementary school actually does in practice. The data collection process revealed a rich description of the model global program. The model evolved through its implementation and the components of the model have been well defined, adding to the research on global education in United States' schools. In the next chapter, these findings are discussed in the context of Hanvey's ideological framework.

## **CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

In this world, the optimists have it...not because they are always right but because they are positive. Even when wrong, they are positive, and that is the way of achievement, correction, improvement, and success.—David Landes

During a review of prior literature on global education in the United States' public schools, the researcher concluded that there is a need for model global programs in our K-12 schools; in particular, teachers and school leaders need training and ongoing professional development to deliver curriculum enriched with global perspectives and 21<sup>st</sup> century skills such as critical and creative thinking and problem solving. As compared to school systems in countries outside of the United States, the United States' K-12 schools have shown a lack of knowledge, skills, and attitudes in the nation's students to prepare them for life in the 21<sup>st</sup> century: an interconnected world (Stewart, 2012). Therefore, a need to focus on global education in the United States" K-12 schools is vital for student success. Thus, the purpose of this qualitative study was to provide a descriptive case study of a model global program in a globally-themed elementary school. Responding to the need for model global programs and teacher training, the researcher concluded that the model described in this study is an effective model and design elements of the model are worthy to provide a world class education for our nation's children.

This chapter discusses the summary of findings in the qualitative study of the model global program in a globally-themed elementary school in one North Carolina district. Following a theory of action approach, the summary of findings includes the intentions, the design, and the implementation of the model global program. In the discussion of findings, evidence is presented of Hanvey's conceptual ideas found in the model global program. The

chapter further discusses the implications of the study, recommendations, future studies and a summative conclusion.

### **Summary of Findings**

As first introduced in Chapter 4, the data collection process provided a rich description of the model global program in the globally-themed elementary school and described many design elements that made it successful. A theory of action approach (Schön & McDonald, 1998) was used to organize and analyze the data collected in order to describe the model global program. The theory of action encompasses the espoused theory: the intentions of the initiative school leaders; the design theory: the structures and strategies of the model global program; and the theory in use: the implementation and daily practices of the participants in the model global program.

### **The Intentions of the Model Global Program**

The district leaders in this southeastern North Carolina school district, Cumberland County Schools, wanted to create a focus on international education in the district's schools and be recognized as an International Education School District in the state and nation. The Cumberland County School District serves Fayetteville, Fort Bragg, and the surrounding areas, thus serving the third largest concentration of military students in the world. Because the area is home to a diverse population and serves as an economic growth center of southeastern North Carolina, it is well-suited to provide openness and support for education with a global perspective that prepares students for life as a global citizen.

The Cumberland County Schools partnered with the Visiting International Faculty, Worldview, the Center for International Understanding, and other organizations to fulfill this goal. The district leaders decided to open an elementary school in 2009 with a global theme to

serve as a “lab” or “practice field” for globally-themed elementary schools. The model continued to develop through the first year of implementation and served the purpose for developing design elements of a model global program that could be implemented in other elementary schools. A service agreement with the Visiting International Faculty provided intensive support to the school district and specifically to the globally-themed elementary school in the areas of design, implementation, recruitment, world language program development, professional development, and school-to-school partnerships. Staffing of the globally-themed elementary school began with the leader, the principal, who had ten years of experience as an elementary school principal and in March, 2009 began his journey to becoming a global educational leader. The global team from the Visiting International Faculty worked intensely with the new principal during the first few months as he learned more about global education and the design of the model global program, worked with the district curriculum specialists to infuse the curriculum with global connections, and began the interviewing process to staff the school.

### **The Design of the Model Global Program**

The Visiting International Faculty provided a framework or a “skeleton” of a design for the model global program in the early months of 2009. As the district leaders proceeded with their plans to implement the global theme in the elementary school, the Visiting International Faculty continued to work on the design of the model global program. The Visiting International Faculty’s research on the design of the model global program was based on Deardorff’s model of intercultural competence (Deardorff, 2006, 2008, 2009). A quality global education was described in the research by Hanvey’s five dimensions of a global education (Hanvey, 1976). Even though the model global program in the globally-themed elementary school was not

created from Hanvey's five dimensions, the dimensions can be seen in the design and the daily practices of the school.

The globally-themed elementary school's vision, "to develop confident, respectful, and globally conscience students who are enthusiastic about learning, successful in the classroom, and prepared for the future" and the mission, "we are committed to Global Awareness, Character Education, Excellence and Success" drove the implementation of the model global program. The model incorporates student learning focused on specific regions of the world by grade level, a school-wide culture of international learning with a focus on character education; and all curriculum areas infused with global perspectives. Global awareness is enhanced by visual representations throughout the school, Spanish language instruction for all grade levels, and one-third of the certified teaching staff are international teachers. Guest speakers, research projects, cultural assemblies, and literature expose students to other cultures. The use of SKYPE, web conferencing, video conferencing, school partnerships with schools around the globe, pen pals, discussions, and collaborative projects aligned with the curriculum enables cross-cultural communication. The model continued to develop throughout the first year of implementation and at the conclusion of the first year acquired the title, "Passport Model".

A focus on character education and Positive Behavior Intervention Support (PBIS) implemented with fidelity also became an integral part of the design of the model global program in the globally-themed elementary school. The synergy found between character education and global education promoted both programs, thus enhancing the overall student outcomes. The tolerance and respect found among the students and staff in the globally-themed elementary school and their openness and acceptance of other cultures was the biggest surprise in the researcher's findings of the study.

Other components in the design of the model global program include ongoing professional development for growth as a global teacher and leader, outside support that focuses on the needs and development of the model global program, and staffing the globally-themed elementary school. Professional development and support were two vital components to the success of the model global program. Both of these components were provided to the staff of the globally-themed elementary school by the Visiting International Faculty. Professional development was designed by the Visiting International Faculty for a three year implementation cycle of aligned workshops, coaching sessions, and classroom observations. At the end of the three year cycle, teachers were expected to have mastered the Passport Teacher Learning Outcomes. Teachers who are near completion of the three year cycle of professional development have mastered the Teacher Learning Outcomes. The three year cycle of professional development is well defined and teachers who have joined the teaching staff since the inception of the model global program are on track with participation in the professional development and mastering the Teacher Learning Outcomes. Throughout the first year of implementation teachers shared their perspectives and experiences in a documentation project which allowed them the opportunity to reflect on their own professional growth and student learning, and provided support aligned to their individual interests and needs by the Visiting International Faculty. The documentation project benefited the district leaders by providing valuable information from lessons learned, and the information gathered also benefited the Visiting International Faculty as they plan to launch other globally-themed schools.

Three layers of support were found in the collaboration between the staff of the globally-themed elementary school and the Visiting International Faculty. Direct communication with the teachers from the staff of the Visiting International Faculty was the first layer, the second layer

was school visits and coaching sessions with the staff, and professional development for teacher and leader growth was the third layer of support.

Staffing for the globally-themed elementary school was another defining component of the success of the model global program. The Visiting International Faculty identified quality international candidates from around the globe for the principal to interview. Each grade level was staffed with one international teacher from the world regional focus area for that particular grade level, who would serve as a direct resource. This was a difficult task to find a perfect fit—the best qualified teacher for a grade level and from the designated world regional focus area for the grade. American teachers were hired as well to fill the remaining teacher positions in kindergarten through fifth grade. The American teachers were selected with care to ensure they had the background, commitment, and work ethic to become global learners as well as global teachers. An assistant principal and an instructional coach were both hired to fulfill the leadership team for the new school.

Teacher turnover has occurred in every grade level of the globally-themed elementary school due to the transit nature of the Fayetteville/Fort Bragg area. Difficulties in planning and implementing a coherent curriculum, a lack of continuity in instruction, a lack of adequate teaching expertise, and lost time in resources for replacement and training are all problems associated with teacher turnover (Guin, 2004; Loeb, Darling-Hammond, & Luczak, 2005). However, the implementation of the three-year cycle of professional development and the Teacher Learning Outcomes helped to transition new teachers in the model global program. It is important to note that no teacher left the school because they did not want to teach in the model global program.

Teaching in the model global program aligns with the North Carolina Teacher Evaluation instrument. Teachers are evaluated on the global model for classroom climate and environment under Standard 2 and for global instructional integration and strategies under Standards 3 and 4 of the North Carolina Teacher Evaluation instrument.

### **The Implementation of the Model Global Program**

The environment is the most non-traditional aspect of the globally-themed elementary school when compared to traditional elementary schools. The environment consists of the design of the model global program, the level of respect and responsibility among students and staff, and the physical environment. The core of the design of the model global program is having a world regional focus area for each grade level. The level of respect and responsibility among the students and staff is credited to the focus on character education, PBIS, and the study of other cultures around the world. The school-wide focus on global education is seen throughout the school, thus the physical environment speaks to everyone in the building of world cultures and this school being a part of the world.

Major components of the daily practices were the integration of global perspectives and the regional studies assigned to each grade level, teaming for collaborative planning on each grade level, and teaching character education and reinforcing good behavior through Positive Behavior Intervention Support (PBIS). Global perspectives are infused through every curriculum area daily through the regional focus area for each respective grade. Students study other cultures and experience them through meaningful learning. Learning about other cultures are brought to life through collaborative projects in partnership with other classrooms around the globe, using SKYPE to connect with cultural groups around the world and tour in other countries, and simulating events held around the world such as the Highland Games and the

Chinese New Year. School-wide cultural assemblies also bring the world to the students in the globally-themed elementary school as well as helping to tie together vertical alignment between grade levels. Collaborative planning is the key to be sure that all students receive an enriched and well planned curriculum and delivery of instruction. The international teacher is a direct resource on the team and is vital to bringing the culture to life; however, all teachers participate in the planning of global infusion in the curriculum areas. The emphasis on character education enables students to understand various cultures. A common theme in the character and global education components is the idea and attitude that different is okay; it is not “wrong, weird, or gross”. This concept helps students to develop a tolerance for each other, to be less judgmental, and more accepting of people around the world. Students and staff in the globally-themed elementary school live by the “platinum rule” which is “treat others the way *they* want to be treated”.

To date the only measure of student performance is on the state mandated assessments; however, students in the globally-themed elementary school are exposed to much more information and experiences than those in the assessed curriculum. On the state mandated assessments, the globally-themed elementary school students in grades three through five, scored above the county and state averages in reading for both the 2010 and 2011 school years; slightly above the county and state averages in math in 2010 and mirrored the county and state averages in 2011 in math. On the grade five Science assessments, the globally-themed elementary school students soared above the county and state averages. Students on every grade level prepare a portfolio throughout the year which contains a collection of information and student work about the world region being studied. The staffs of the globally-themed elementary school and the Visiting International Faculty are considering the possibility of using the portfolio as a

measurement of student learning. The portfolio would also serve as part of the student's passport as they "travel" from one continent to another rather than being promoted from one grade level to another.

The true measure of student learning in the globally-themed elementary school is not seen in these standardized tests but the teachers see student successes inspired by the model global program every day. These successes are noted by students being open to new things, an open awareness of the world around them, aspirations to want to travel, receptive and tolerant of others, and being excited and inquisitive about learning. Exposure to other cultures has taught them to understand differences, to be less judgmental, and to diminish stereotypes. Comparing and contrasting cultures has helped students gain a better understanding of their own culture. By traveling the world through each grade level's regional focus area, students are learning geographic and world knowledge, and how they are a part of one big world.

Another factor of success of the model global program in the globally-themed elementary school was the buy-in of all stakeholders. Even though it was the beginning of their journey as global educators, the principal, the assistant principal, and the instructional coach accepted their leadership positions with commitment and excitement to implement the model global program. The faculty and staff had total buy-in to the model global program as they were hired specifically to teach and work in the globally-themed elementary school. They were excited to teach, learn, grow, and develop the model global program. The students have buy-in to the model global program. They are excited and curious as teachers expose them to travel and cultures around the world. Total buy-in from the parents did not exist in the beginning; however, their support has come full circle as they too are excited to see their children happy and motivated about learning. The parents are learning too through the curiosity and motivation of their children's learning.

Beginning challenges of implementation of the model global program were finding the resources and understanding how to infuse the global perspectives into the existing curriculum without teaching them as a separate subject. Now the challenges are simply, “How can we fit it all in?” While the fear of change and the unknowns of a new initiative are usually challenges for new programs, these challenges did not exist for the globally-themed elementary school since the program was introduced as a school-wide program in a new elementary school.

### **Discussion of Findings**

In 1976, Hanvey described five dimensions of a global education: Perspective Consciousness, State of the Planet Awareness, Cross-Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choice present a comprehensive basic global education. As noted by Kniep (1987), this description of a well-rounded global education has stood the test of time. It has been quoted in almost all literature on global education since 1976 by a host of authors such as Cruz and Bermúdez (2009), Kirkwood (1995), and Tye and Tye (1992), and is still found to be valid today (American Forum for Global Education, 2004).

Two major studies, presented in the literature, on each coast of the United States in the late 1980s used Hanvey’s five dimensions of a global education as the basis for their model global programs (Kirkwood, 1987). The Center for Human Interdependence (CHI) study in California was presented and supported by graduate students from Chapman University. Teachers in eleven secondary schools participated, on a voluntary basis, by infusing global perspectives throughout the curriculum. Voluntary participation led to the short life of the global education model (Tye & Tye, 1992).

The second study in Miami-Dade County in Florida was a district implementation of a model global program. This model was supported by a teacher-train-the-teacher model and was

initiated through a partnership between the school district and Florida International University. This model was sustained for ten years, eventually diminishing as a district initiative when high-stake testing began to take the focus in education (Kirkwood, 1995; Kirkwood-Tucker, 2009b; Zong et al., 2008). In both of these studies, individual teachers were influenced as global educators and thus continued infusing global perspectives in the curricula they taught.

Similar to both of these major studies, this study of the model global program in the globally-themed elementary school in southeastern North Carolina showed a foundation in Hanvey's five dimensions of a global education. The model global program described in the study was supported by an outside agency, the Visiting International Faculty, influenced and developed global educators, and provided students with an education infused with global perspectives. The students were being prepared to graduate globally competent.

### **Evidence of Hanvey's Conceptual Ideas**

The model of global education in the globally-themed elementary school in this study was not based on Hanvey's five dimensions of a global education. However, these dimensions can be observed in the design and implementation of the model global program. Evidence of Hanvey's five dimensions was found in the lesson plans, classroom observations, grade level plans, student work, and school-wide initiatives. Even though teachers and school leaders had no knowledge of Hanvey's five dimensions of a global education when they implemented the model global program, they have helped students attain these global perspectives through their own willingness and curiosity to learn and develop the knowledge, skills, and attitudes for these global perspectives. The faculty and staff have taken advantage of the direct resource of international teachers on the grade levels, sought other resources, researched and learned on their own, and gained knowledge and confidence through the feedback and outside support of the

Visiting International Faculty to infuse global perspectives in the curriculum, environment, and school initiatives every day.

### **Perspective Consciousness**

Schools can develop a perspective consciousness in students by helping them to understand their perspectives have been shaped by the influences of their own culture (Merryfield, 2008). One has a viewpoint cultivated by the culture they grew up in. As the world becomes more interdependent and without borders, students learn that their perspective is not universally shared (Hanvey, 1976; Kirkwood, 1995; Kirkwood-Tucker, 2009a). Students in the globally-themed elementary school develop a perspective consciousness as they study cultures and peoples around the world, and compare and contrast the social customs and values of others to their own. In the globally-themed elementary school, students experience the different perspectives when they interact with partnership classrooms and students around the globe, converse with pen pals, participate in cultural events such as the celebration of the Chinese New Year, or re-enact the Highland Games, a Scottish tradition, see presentations of cultures around the world in the school-wide cultural assemblies, and listen to and question guest speakers in the school. Students are also taught perspective consciousness through character education where they learn tolerance and diversity, to be less judgmental, and to diminish their stereotypes of others.

### **State of the Planet Awareness**

State of the Planet Awareness is helping students to know the world around them and understand world conditions such as population growth, migrations, economic conditions, political developments, science and technology, law, and health (Hanvey, 1976; Kirkwood-Tucker, 2009a). Often, people do not live beyond their local environments; however, in today's

world information travels rapidly and far (Hanvey, 1976). An increased awareness of the state of the planet exists because of the news media. A great emphasis is placed on obtaining world knowledge in the globally-themed elementary school. Students know the continents and the countries within the continents and can locate them on maps. Each grade level in the globally-themed elementary school has a designated world region to study: kindergarten, North America; first grade, Oceania; second grade, Asia; third grade, Africa; fourth grade, Europe; and fifth grade is Latin America. Students travel virtually from one continent to another rather than just being promoted from one grade to the next. Vertically, connections are made between the world regional focus of a particular grade level and the ones studied in prior grades and the ones to be studied in future grades. Students study the world conditions, specifically in their world regional focus area, and compare them to their own country and culture. Again, students not only study but also experience their learning through partnerships with other classrooms and students such as the ongoing conversations the fifth graders have with an American college student studying in South America, participating in simulations and studies of world conditions such as the Great Migration of the animals in Africa, and celebrating cultural events, sporting events, and current events in other countries around the world in real time. By studying, comparing, and contrasting the regions of the world, students also gain knowledge of their own country and culture.

### **Cross-Cultural Awareness**

Cross-Cultural Awareness is one of the most difficult dimensions to attain because it is difficult to understand and accept the differences and practices of other cultures. One must have a willingness to respect, accept, and participate in other cultures to attain this awareness (Deardorff, 2006; Hanvey, 1976). Students in the globally-themed elementary school are taught these characteristics through character education and reinforced through Positive Behavior

Intervention Support (PBIS) which is practiced with fidelity school-wide. Faculty, staff, and students abide by the “platinum” rule. This goes beyond the golden rule, “treat others the way you want to be treated”, by taking into consideration differences among cultures. Furthermore, a great emphasis is placed on teaching the students in the globally-themed elementary school that what they learn of other cultures is not “wrong, weird, or gross” it is just different. A synergy between global education, character education, and the Positive Behavior Intervention Support (PBIS) was felt throughout the school as faculty, staff, and students learn and develop empathy and the highest level of awareness of a cross-cultural understanding.

### **Knowledge of Global Dynamics**

Schools are an appropriate place for students to learn knowledge of global dynamics, Hanvey’s fourth dimension of attaining a global perspective, because it is a good environment for mastering new, technical, and strange information (Kirkwood-Tucker, 2009a; Tye & Tye, 1992). An important aspect of this dimension is knowledge of technological innovation and change (Hanvey, 1976). In today’s world, one needs insight to patterns of change and global consequences for decisions made. This dimension was introduced to students in the globally-themed elementary school through their study of other cultures and current events. Students compare and contrast cultures and discuss consequences and impacts of current events around the world. For example, in the first year of implementation, the fall, 2009, the earthquakes in Haiti occurred, and students not only learned much about Haiti, the Haitians, and the impact of the earthquake on their country and culture, but also learned how this event impacted others around the world. Students collected a large sum of money to send to Haiti and their efforts were matched by the Visiting International Faculty to show support of their global learning. This learning was reinforced when unfortunately tornados devastated the local area, Cumberland

County in the spring, 2011, and students experienced first-hand the impact of such an event locally. Students compared and contrasted the impact of this local devastation to what they have learned around the world, reinforcing their empathy and knowledge of change. Global currencies are often studied in interdisciplinary units in Math and Social Studies as the students learn about global economies. Other examples include comparing and contrasting the work and lives of world leaders, for example third graders studied Nelson Mandela and Martin Luther King.

### **Awareness of Human Choices**

The fifth dimension of a global education, Awareness of Human Choices, as defined by Hanvey (1976), means being able to imagine future consequences for present actions and sense patterns of change on a larger scale as social and physical systems work and interact on the global stage (Hanvey, 1976; Merryfield, 2009). Expanded awareness presents dilemmas of choice. Students in the globally-themed elementary school are introduced to real, current information through the Internet and the direct resource of the international teachers. Studies and discussions of global issues and problems enable students to find solutions and to discern the quality of the solutions.

### **Attaining a Global Perspective in the Globally-Themed Elementary School**

Students in the globally-themed elementary school have a strong foundation in attaining a global perspective as outlined in Hanvey's five dimensions of a global education. Elementary age students have limitations in their depth of understanding of these global perspectives due to their age and exposure to such learning. In the globally-themed school, students are gaining a greater understanding of these global perspectives than students in a traditional elementary

school, because they have a greater exposure to this information and their learning is experiential in nature with a global focus.

The teachers and the school leaders talked about their personal experiences and their own exposure to world knowledge and cultures in the model global program. They commented about the huge influence working in the globally-themed elementary school has had on their educational careers. Many stated that they could never teach in any school again without infusing the global perspectives as they do in the model global program.

As mentioned in the design of the model global program, the synergy of global education, character education, and Positive Behavior Intervention Support (PBIS) has proven to be part of the success of the model global program. This aspect of the implementation was not planned in the beginning but emerged during the first year of implementation in the globally-themed elementary school.

Another finding in the study of the globally-themed elementary school was the excitement and motivation for learning that students gained through the implementation of the model global program. The students' excitement inspired the teachers to do more. The integration of the global perspectives gave relevance and meaning to the curriculum being studied. The student's curiosity and the delivery of instruction in the global classrooms have motivated students to seek information and learn on their own. The students' excitement and learning has also peaked the curiosity of their parents and they too are learning more about the world and other cultures.

Cumberland County Schools has had a contractual agreement with the Visiting International Faculty to provide the support to these model global programs, the “Passport” model and the “Gateway” model. The faculty and staff of the globally-themed elementary

school have seen this outside support as vital to the success of the model global program. The professional development offered has made all of the teachers, both international and American teachers, grow as a global teachers and leaders, and brought cohesion among the staff as they learned to respect differences, understand each other, and collaboratively work together. The professional development was not delivered in a whole faculty one-shot session which Fullan (2001) contends is ineffective, but was presented to the faculty, then followed up with classroom observations, coaching sessions with the staff, and staff reflections of their practices shared with colleagues. Joyce and Showers (2002) found that this type of follow-up to a presentation of professional development significantly increases instructional improvement (Tohill, 2009; Tuomi, 2004). The outside support from the Visiting International Faculty has enabled the faculty and staff of the globally-themed elementary school to continue developing the model global program. The adults became learners of global education when district leaders began researching ways to integrate global education into the existing state curriculum, when the principal began to meet with a staff member from the Visiting International Faculty from the United Kingdom to discuss school-wide components and leadership with a global perspective, and when teachers began to integrate the global perspectives on a daily basis through all areas of the curriculum. As stated in the literature, global education continues to evolve just as the world continues to change (Becker, 1979); therefore, adults and students will need to continue learning together and preparing for life in the 21<sup>st</sup> century as a global citizen. Other support from the Visiting International Faculty includes the provision of resources to the teachers in the globally-themed elementary school as well as quality candidates for international teachers.

Knowing the work of the school leaders, and the varied focus of the district leaders, it is the opinion of the researcher that global education in the classroom needs some outside support

to be sustained in the United States K-12 schools. Even today in 2012, a decade into the 21<sup>st</sup> century, teachers are not taught in teacher preparation programs at the university level to be global educators. Teachers in the field will need training to be able to provide global perspectives for the students in the classroom, thus, placing a continued burden on professional development and the workload of school leaders. Many school leaders do not have the capacity or vision for global education. The leadership team, teachers, and the program itself in the globally-themed elementary school have grown through the outside support of the Visiting International Faculty. This outside support offers a constant focus on global education that school leaders are unable to offer because of their knowledge and skill level, and the time constraints due to varied responsibilities of their job. It is the support, provision of resources, and accountability of implementation that sustains the model in the globally-themed elementary school.

### **Implications of the Study**

United States K-12 school districts will need to provide outside support to school leaders and teachers to develop individuals to implement global programs in the schools, provide resources, and monitor the accountability and sustainability of the programs. The support needs to come from an individual who would serve the district as a researcher of global education, deliver professional development to school leaders and teachers, and provide accountability and frontline support to those implementing the global programs. If the school district does not have an individual or a position for a global leader, they must seek outside help such as the Visiting International Faculty provided the Cumberland County Schools and specifically the globally-themed elementary school in this study.

Teachers need to be prepared to teach with a global focus. Currently, this is being addressed through professional development opportunities for teachers in the field as presented in this study. However, teacher preparation programs at the university level will need to prepare teachers to teach with a global focus. It is imperative now and will continue to be a necessity for students to have knowledge of the world, understand cultures and be able to communicate across borders, and to become critical and creative thinkers to live and work in the world of the 21<sup>st</sup> century. Teachers must be prepared to deliver instruction that will meet these needs. A study abroad, a teaching assignment in another country outside of the United States, or courses in cross-cultural understanding and world knowledge are areas to be explored as additions needed for degrees in teacher education programs at the university level.

### **Recommendations**

The three years of development and implementation of the model global program in the globally-themed elementary school in this study show that the model is well-developed and design elements of the model could be implemented in other elementary schools, thus providing students a global education. This “Passport” model could best be implemented in a new school with a newly hired faculty; however, only implementing global programs in new schools will not fulfill the goal of producing globally competent graduates, nor provide the education needed for all of the students in the United States’ K-12 schools. As cited in the literature, the education of a country’s citizenry will determine the success and fortune of the country (Stewart, 2012). Therefore, it is imperative that the United States’ K-12 schools provide a world-class education for the benefit of the individual students as well as the benefit of the nation as a global leader (Stewart, 2012).

In order to provide global education for all students, it is highly recommended to implement in existing elementary schools a program such as the “Global Gateway” model. The “Global Gateway” model starts with one grade level in a school and slowly makes progress until the whole school has full implementation of global education for all of its students, thus reflecting the “Passport” model as implemented in the globally-themed elementary school in this study.

Graduating globally competent students, developing students as critical and creative thinkers, and teaching them to understand cultures around the globe and to be able to communicate with others around the world is the goal of education in the United States’ K-12 schools (Asia Society, 2010c; Partnership for 21<sup>st</sup> Century Skills, n.d.; Wallis, 2006). Integrating the curriculum with global perspectives as seen in the model global program in the globally-themed elementary school in this study provided evidence that students become excited and motivated about their learning. The review of literature suggested that global education could be the vehicle for school improvement (Tye, 2009). Infusing global education is strongly recommended to combat the apathy seen in student learning and to prepare the students to become globally competitive.

As seen in the model described in this study, a pairing of character education and global education taught students skills necessary for life and work in the 21<sup>st</sup> century. It is recommended to find this synergy between character education and global education in the nation’s schools. The synergy between character education and global education helps students to understand their own culture, be conscious of their behaviors, and prepare them to live and work with other cultures in an interconnected world.

Infusing the curriculum with global perspectives is important for relevant and meaningful learning. It is also recommended to infuse the school staff with international teachers representing an interconnected world and providing a direct resource for global perspectives and relevant global learning.

The last recommendation would be for school districts to provide outside support and professional development to school leaders and classroom teachers. School leaders and teachers can implement global perspectives in their daily practices when they are informed and supported in these efforts.

### **Future Studies**

Future studies might include case studies of the implementation of the “Global Gateway” programs, tracking students who have studied in the “Passport” and “Global Gateway” programs through graduation, and providing measurements of global competence for students in these global programs.

Case studies of the “Global Gateway” programs could provide details for school leaders to implement such model programs in existing schools. Existing schools with established faculties may need professional development for teachers and leaders, visual representation of global learning throughout the school, and a system of support and collaboration among the global educators to create the buy-in to implement and sustain a model global program.

Tracking students who have studied in the “Passport” and “Global Gateway” programs through graduation would determine the effectiveness of graduating globally competent students. It would also help school leaders to determine the vertical alignment of global programs in the K-12 schools.

Providing measurements of global competence from students in these global programs would serve as program evaluations and tract the progress of preparing students to graduate globally competent. Benchmarking the education of students in the United States with students around the globe will also ensure that all students are prepared to be competitive in the global economy.

### **Summary and Conclusions**

This descriptive case study through a theory of action approach, explored the intentions of district leaders to provide global education to its students, the design of a model global program, and the implementation of the model global program in a globally-themed elementary school in a large school district in southeastern North Carolina, Cumberland County Schools. The intentions of the district leaders to provide a global education to its students, follows the goal of the State Board of Education in North Carolina “to graduate globally competitive students” (North Carolina Department of Public Instruction, 2011). The design of the model global program developed initially by district leaders and the staff of the Visiting International Faculty was further developed through the first year of implementation in the globally-themed elementary school. It is a model global program, characterized by Deardorff’s (2008) intercultural competence model, Hanvey’s (1976) five dimensions of a global education, and a school-wide focus on character education monitored by Positive Behavior Intervention Support (PBIS). The implementation of the program is sustained by committed leaders and teachers of the globally-themed elementary school and district leaders, as well as the outside support of the Visiting International Faculty.

Teachers and leaders implementing the model global program in the globally-themed elementary school are learning with the students. Their own education has been enhanced by

their research and the infusion of global perspectives in the curriculum they are teaching. They have been forever changed.

Students help sustain the model global program by their enthusiasm and motivation for learning. The student's excitement fuels the teacher's excitement, improving the teaching and delivery of instruction which continues the cycle of student excitement. It suggests a full circle of internal motivation in the classroom. The student's educational experience has been expanded.

Parents of students in the globally-themed elementary school are supportive because of what their children are learning, the motivation of learning their children have developed, and how the global exposure has peaked student's curiosity to explore and share beyond the requirements of the classroom and the school hours. Thus, parents are learning too and dinner conversations have been forever changed.

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## **APPENDIX A: GCES SURVEY #1 AND GRAY'S CREEK GLOBAL SCHOOL**

If you have trouble viewing or submitting this form, you can fill it out online:

<https://docs.google.com/spreadsheet/viewform?formkey=dEJRODI4UEE4aWt0SE9TUkRqMC01UVE6MA>

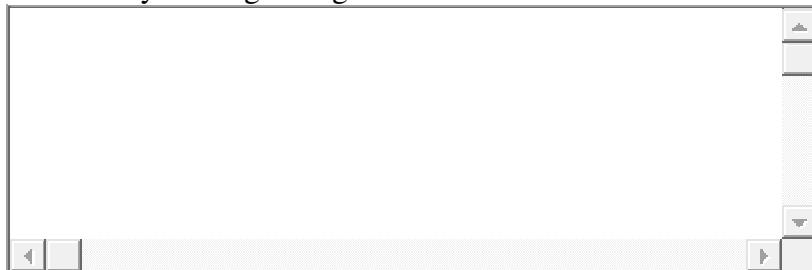
# **Gray's Creek Global School Documentation Project – Survey #1**

Thank you for taking a few minutes to provide feedback about your experiences with teaching a global curriculum at a new global school. The information you provide will be kept confidential. Individual responses will not be shared. Your feedback will help us better target professional development to your needs. If you have any questions, please contact Garrett Tomlinson: [gtomlinson@vifprogram.com](mailto:gtomlinson@vifprogram.com)

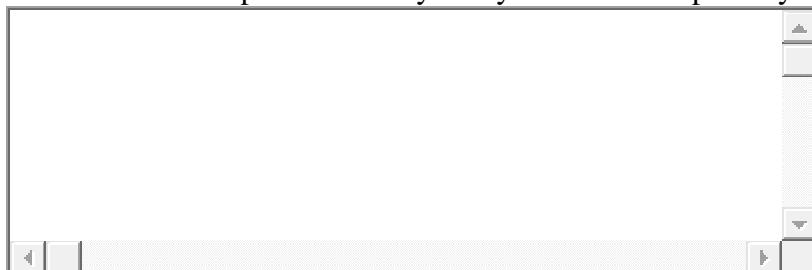
How often do you integrate global themes into your lessons?

- Daily
- Weekly
- Monthly
- Quarterly
- I have not done this yet.
- Other:

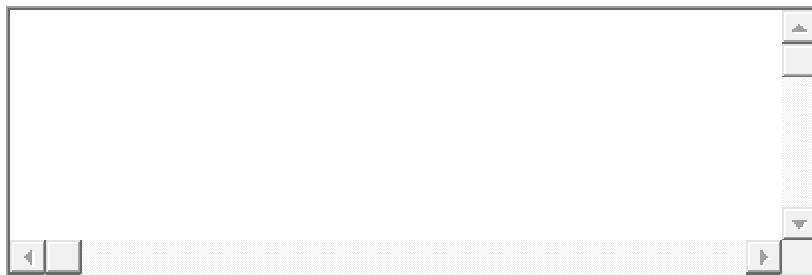
How have you integrated global themes and cultural awareness in your lessons?



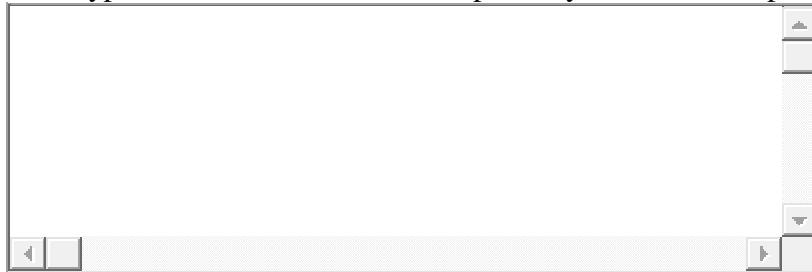
Please describe a specific activity that you feel was especially successful.



What challenges or obstacles have you experienced with integrating global themes into your lessons?



What type of resources will most helpful to you with the implementation process?



How often does your grade level team discuss how to integrate global themes into your lessons?

- Daily
- Weekly
- Monthly
- Quarterly
- We have not discussed this yet.
- Other:

What grade(s)/subject(s) do you teach?

- Pre/Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- Resource
- Other:

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Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
10/24/2009 0:00:00	Daily	<p>I always relate information we are discussing to how the people of Asia would do it.</p> <p>I may use Japanese language the students have learned and replace the English words with the Japanese words. (I am learning the words as well this will be a yearlong process!)</p> <p>In math I always refer back to Singapore Math.</p>	<p>I always try to teach the students 20-30 minutes of facts about Asia or the Japanese language to the students daily. A parent donated a "How to learn the Japanese language" book and they enjoy this a great deal. We have also been visiting several Asian websites to learn more about the Asian culture.</p>	<p>Literacy is so structured for Cumberland County Schools it is hard to incorporate it into the teaching.</p>	<ul style="list-style-type: none"> <li>* The Singapore Math Manipulatives</li> <li>* Healthful living books for the people of Asia</li> <li>* A large selection of Asian clipart, for the students to have a visual interpretation.</li> </ul>	<p>Varies, I talk and teach about it daily. I have a hard time getting the other teachers involved in the global atmosphere, even the VIF teacher.</p>	2nd
10/26/2009 10:09:27	Weekly	<p>Each week our grade level chooses a objective to integrate with Asia.</p>	<p>We have used Singapore place value disks in math to teach place value. This has helped the students understand the concept and how we can represent different amounts in</p>	<p>None so far.</p>	<p>The curriculum guide that tells what I need to teach.</p>	<p>Weekly</p>	2nd

Timestamp	<b>How often do you integrate global themes into your lessons?</b>	<b>How have you integrated global themes and cultural awareness in your lessons?</b>	<b>Please describe a specific activity that you feel was especially successful.</b>	<b>What challenges or obstacles have you experienced with integrating global themes into your lessons?</b>	<b>What type of resources will most helpful to you with the implementation process?</b>	<b>How often does your grade level team discuss how to integrate global themes into your lessons?</b>	<b>What grade(s) / subject(s) do you teach?</b>
			different ways.				

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
			In October the 2nd grade team used the book Bee-bim Bop! (title should be underlined) during enhancement week in Language Arts.	Lack of materials, or the money to buy the materials. I have had many out-of-pocket expenses to provide for cultural integration activities, mostly having to do with arts and crafts materials and cooking ingredients. Media center has few text selections on cultural integration; however, this is an understandable situation. I've been ordering books from the Fayetteville Public Library to offset this. Restrictions on cooking/baking activities. Students are not allowed to prepare ingredients for a class dish (no	Books*, consumables like arts and crafts materials and paper, contacts with organizations in Fayetteville that have Asian cultural activities or events as their focus, contacts with some schools in Asia (I have one in a Japanese school but would like to have one or two more schools in other Asian countries). *Books that I would like		

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
10/25/2009 11:50:56	Weekly	As a team we have integrated Cultural Fridays where we integrate math and science/social studies with cultural issues or information. In my individual classroom we make connections to other cultures/traditions/activities/books and compare/contrast.	My class was discussing the skeleton and we got on the topic of elephants. We began discussing poaching and the lifestyles that people have (why some people poach, etc.). The students were very interested in the topic and we were so engrossed that we were late for our resource. A few weeks later when our grade level was altogether the topic came up again, this time with rhinos. My students were very eager to share their knowledge about the elephants and were able to make connections while giving information about Africa as well!	There is not enough time in the day! We have so much to teach them for the Benchmarks and End-of-Grade test that sometimes it is difficult to get anything else in.	Websites for students to view (that we could use in lessons), speakers or guests (contacts) that could be brought in to work with our students.	Weekly	3rd

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
				The challenges will always be to make my presentations exciting and interesting for both teachers and students. I also found a great way to get the teachers involved and helping during the presentations. I try to get the students actively involved, do hands on activities and share information in such a way that the students will enjoy learning and remember what they were taught. I try not to give too much information at a time but rather they experience it visually. Show as many pictures as possible. Obstacles that I have experienced was that most of the best videos	Resources that would be great are more and more books. In our school library are only two books of the		

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
10/30/2009 9:18:54	Weekly	Comparing and contrasting Africa with the United States, speaking about different areas of Africa. We have also set up a pen-pal system with children writing to one another.	We compared and contrasted sizes of African animals and had students order them certain ways. This integrated with our math lessons and the children really enjoyed it!	Lack of time during the day!	We would like web-cameras in each classroom so that we can make contact with our pen-pals online rather than wait weeks for letters.	Weekly	3rd
10/25/2009 12:52:23	Daily	We have made connections as we are planning and tried to make global links where they fell naturally. For example in math when comparing and ordering, we had the children compare and order European populations...etc.	In science we were studying geology and it was natural to integrate rock features from Europe such as the Giants Causeway and the White Cliffs of Dover and talk more about them. Also in math we did a co-ordinate geometry lesson which involved using a map of Europe on the smart board and locating famous landmarks on it. This was fun for the children.	I want to make it real for the children without forcing it. Therefore we have been trying to integrate where it happens naturally and not force it. Some curricular areas do not lend themselves to integrating global themes.	Books, photos, videos.	a few times a week	4th

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
220			They were still learning what they needed to know about ordered pairs and tracing a path between pairs.				

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
10/25/2009 17:15:01	Weekly	we have looked at rocks all over Europe. we have studied international currencies when studying money. we have a good amount of resources on the SBNB that have pictures of foods from all over Europe. We have read 2 of the ABC books about Italy and the children are becoming quite knowledgeable about Europe.	how much foods cost in France. The lesson was making change and we had a number of foods from around Europe. The children really responded to the pictures and that was good to see.	none	good quality pictures and actual examples to share with the children. Books would be good too. Stories and factual.	Weekly	4th

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
10/29/2009 14:01:22	Daily	We have integrated global themes and cultural awareness during math activities, in which students are interpreting graphs of European populations, heights of various world monuments, locating famous places or works of art on a coordinate grid, or during specific and focused cultural lessons on various countries.	When my class was discussing line graphs, we viewed a graph of European population during the middle ages. It was not only a good lesson in terms of having them create, analyze and respond to questions about line graphs, but they discussed what could have led to the population decrease. One student had seen an episode of SpongeBob that talked about the Black Death, so she knew the cause of it!	It's difficult for the students because often times they don't know basic geographical concepts - the difference between a city, state or country. They don't know about their own geography and culture, so it sometimes confuses the ones who can't connect the ideas.	Websites like epals, various video links, and although not totally possible - more time to plan how to integrate global ideas and concepts into our classes more!	Weekly	4th
10/24/2009 13:56:20	Weekly	We integrate climates and weather of South America into science. Countries of South America into SS and culture aspects into all lessons	For science we are studying weather, we have researched the weather in different South American countries and compared it to weather in our	going deeper... not just names and countries, etc.	lesson plans, contacts in our country	Weekly	5th

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
			city/state/country				
10/25/2009 15:49:46	Weekly	Comprehension articles in reading, math questions with S. America information intertwined with other questions. Science- we looked at the weather patterns in South America and the US- students have just been assigned a country in S America and will be the "Expert" for that country. Students will be assigned a certain question to be answered each week.		The Reading Curriculum is too stiff... we are required by the county to use the reading series, and it takes up a lot of time. Other literature would teach the same skills, and would more easily be integrated into our S. America theme	Student materials- Time for Kids- Books in the library- They use the internet quite a bit. We do have four computers, but they are used for other things besides research.	Weekly	5th

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
224		<p>Fortunately, we have been doing a Science Unit on weather &amp; climate so that has enabled us to incorporate global themes on a weekly basis. We have connected South American weather/climate to that in the US &amp; other locations in North America. Students have observed weather, documented it, made comparisons, &amp; so on. In Social Studies, we have been able to focus on a lot of map reading, the continents, and landforms.</p> <p>Our class also has a daily Cultural Clip as part of our Morning Meeting, so students have a photo, artifact, videoclip, song, or some other item related to the world outside their own.</p> <p>Beginning this nine weeks,</p>	<p>I think our students did an excellent job of comparing weather data here with the weather that</p>	<p>Time is the biggest one! We are trying to figure out how we can increase the amount of time we can devote to our international ideas - there are so many fabulous things we can think of! Using the VIF curriculum suggestions has been great but there are many other wonderful ideas that will teach the students so many things &amp; we just are not sure where to fit them in. This nine weeks we were fortunate because weather lent itself so nicely to our international ideas.</p> <p>Eagerness &amp; commitment from other teachers. It</p>			

225

Timestamp	How often do you integrate global themes into your lessons?	How have you integrated global themes and cultural awareness in your lessons?	Please describe a specific activity that you feel was especially successful.	What challenges or obstacles have you experienced with integrating global themes into your lessons?	What type of resources will most helpful to you with the implementation process?	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s) / subject(s) do you teach?
10/26/2009 9:35:10	Weekly	As a large group and individuals we are using American Sign Language as a communication tool in our classroom. Each week we learn new signs to go along with our theme or classroom management.	We are adding our signs to a sign journal at school, a sign wall that displays the signs in the language center and a copy goes home. We play Simon Signs where I say the word and they sign. It is lots of fun. Eventually in the game they begin to name the words and sign it on their own.	My students are very young.			Pre/Kindergarten
10/25/2009 19:43:01	Daily	Sharing cultural activities from different countries.	Building landforms from South America.		technology and videos		Resource
10/26/2009 9:46:17	Daily	World Music	Singing "Chan mali chan" in 3rd grade.	Children not being open minded toward new cultures and trying new languages.	instruments from around the world	n/a (resource)	Resource
10/30/2009 15:12:30	I have not done this yet.	n/a	n/a	n/a	n/a	We have not discussed this yet.	Resource

## **APPENDIX B: GCES SURVEY #2 AND GLOBAL SURVEY #2**

If you have trouble viewing or submitting this form, you can fill it out online:  
<https://docs.google.com/spreadsheet/viewform?formkey=dHh2eXIQbzlxWJCSEdUU3Q4ORtanc6MA>

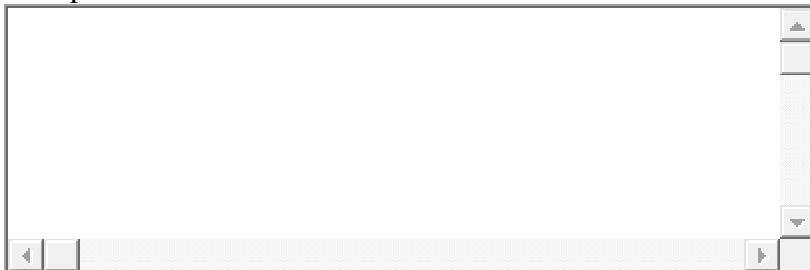
# **Gray's Creek Global School Documentation Project - Survey #2**

Thank you for taking a few minutes to provide feedback about your experiences with teaching a global curriculum at a new global school. The information you provide will be kept confidential. Individual responses will not be shared. Your feedback will help us better target professional development to your needs. If you have any questions, please contact Gina Difino at [gina.difino@vifprogram.com](mailto:gina.difino@vifprogram.com)

How often do you integrate global themes into your lessons?

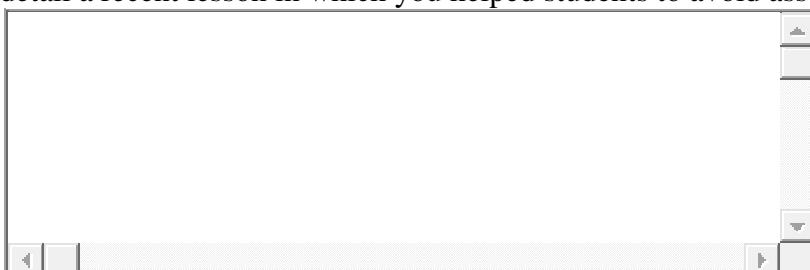
- Daily
- Weekly
- Monthly
- Quarterly
- I have not done this yet.
- Other:

Part 1: How do you interpret the principle, "Connect global practices to local practices?" Part 2: Describe in detail a recent activity in which you asked students to connect global practices to local practices.



A large rectangular text input field with a vertical scroll bar on the right side. At the bottom of the field, there are four small square icons: two arrows pointing left and right, and two arrows pointing up and down, likely for navigating through the text.

Part 1: How do you interpret the principle, "Avoid assuming similarities?" Part 2: Describe in detail a recent lesson in which you helped students to avoid assuming similarities.



A large rectangular text input field with a vertical scroll bar on the right side. At the bottom of the field, there are four small square icons: two arrows pointing left and right, and two arrows pointing up and down, likely for navigating through the text.

Describe one aspect of your experience teaching in a new global school that you'd like us to know. (E.g. What was surprising? What are you proud of? What was an unexpected challenge? What assumptions did you make about the experience you would have?)

How often does your grade level team discuss how to integrate global themes into your lessons?

- Daily
- Weekly
- Monthly
- Quarterly
- We do not discuss global integration together
- Other:

How often do you refer to the Seven Principles of Global Teaching when planning your lessons?

- I refer to them every time I plan my lessons
- I refer to them in every weekly team meeting
- I sometimes refer to them in weekly team meetings
- I sometimes refer to them when I plan my lessons
- I referred to them once or twice immediately following the workshop
- I have never referred to the principles in my lesson planning

How often do you integrate the Seven Principles of Global Teaching when planning your lessons?

- I integrate them daily
- I integrate them weekly
- I've integrated them once or twice since the workshop
- I have not integrated them yet but plan to soon
- I have not integrated them yet and do not understand how
- I have not integrated them yet and do not see their relevance to my teaching

What grade(s)/subject(s) do you teach?

- Pre-K/Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade

- [ ] Resource
- [ ] Other:

[Submit]

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Timestamp	How often do you integrate global themes into your lessons?	<b>Part 1:</b> How do you interpret the principle, "Connect global practices to local practices?" <b>Part 2:</b> Describe in detail a recent activity in which you asked students to connect global practices to local practices.	<b>Part 1:</b> How do you interpret the principle, "Avoid assuming similarities?" <b>Part 2:</b> Describe in detail a recent lesson in which you helped students to avoid assuming similarities.	Describe one aspect of your experience teaching in a new global school that you'd like us to know.	How often does your grade level team discuss how to integrate global themes into your lessons?	How often do you refer to the Seven Principles of Global Teaching when planning your lessons?	How often do you integrate the Seven Principles of Global Teaching when planning your lessons?	What grade(s)/subject(s) do you teach?
# #####	Weekly	<p>I think that it means to teach how something is done in another country or continent and compare and contrast it to things that the students see in their cultures.</p> <p>During Christmas activities we discusses how other cultures celebrated Christmas, or if they celebrated Christmas</p> <p>Also, in Reading we were discussing American Revolution Patriots/Heroes/Etc and we ties in Simon Bolivar who helped in a South American Revolution</p>	<p>Assuming all people from a certain location are a certain way.</p> <p>We were discussing languages and facts about South America and how everyone does not speak Spanish in South America or live in the same type of homes, etc.</p>	<p>I like integrating South American culture into our curriculum, but I do not feel like we do it enough. I think it is harder than I expected to integrate on a deeper level. I like the activities that are culturally integrated. I think that they are good lessons, but it's hard to get in the stuff that is going to be on the EOG and add other stuff too. It is definitely difficult on me as a 2nd year experience being that I do not have a lot of resources to draw from for regular activities let alone activities that I can integrate.</p>	Weekly	I refer to them in every weekly team meeting	I integrate them weekly	5th grade

			I think that "avoid assuming similarities" means that we should not think that other people have the same things that we do. For example, in Social Studies we learned about economics and how grocery stores are run in the United States. Students automatically thought that grocery stores in Africa had all the same amenities that our stores have. We had to teach the students that just because we are talking about grocery stores, it does not mean that they are exactly alike.	An unexpected challenge that I had would be running into staff members with closed minds about certain things. I would have thought that with working at an international school with new ideas and new people, everyone would be more open minded about things. It's not necessarily a bad thing...just surprising to me!	Weekly	I sometimes refer to them when I plan my lessons	I integrate them weekly	3rd grade
#####	Weekly	Part 1: I think that this means that we can connect the way that people think or the way that people do things in other countries with the way that we think and do things. We researched how holidays are celebrated in different countries and compared and contrasted them to how people in the USA celebrate holidays.						

# #####	Daily	<p>I feel that everyday there is about a million times and teachable moments for this global theme. From learning about facts, geography, accents, and everyday life there are many times during the day that I reference both oceania and the globe. It is important that we discuss other countries everyday lives just superficial facts. Just recently during a phonics lesson I was able to relate accents to the global theme. How we say a word might be different from Australia however we spell it the same way. To have the child see this helps them to relate and understand other countries.</p>	<p>Do not think that just because something may look the same it is the same. Do not think because a holiday or way of life might be similar to US it is the US way. I try to just make it clear that all people are unique no matter where we are from. We need to learn about all people and places before we can ever discuss issues or events with them. With the younger ones I often say do not judge someone till you walk in their shoes. This helps children to understand we all are different and have different reasons for doing things. When teaching about Australian holidays we learned that on the surface they seem similar however the traditions, foods and season itself is a lot different.</p>	<p>I cannot express how proud I am of my students and all they are retaining. They know so much about the globe and different places. Coming from this small town cost of these children would never have been exposed to any of these different people and walks of life. I think it would not be fair to pick one instance but to say that the life experiences we are giving these children is one that they carry with them their whole lives. They will be educate some of their family members and think twice before they want to judge someone based on how they look, talk or where they are from.</p>	Daily	I refer to them in every weekly team meeting	I integrate them daily	1st grade

# #####	Daily	<p>Our team has made a concerted effort to bring the world into Gray's Creek, with a specific focus on enlightening them about the cultures, peoples, and ways of life in various European countries. We have had guest speakers, most recently, a friend of mine came to speak to the grade level about his home country of Sweden. He discussed similarities in sports played - which the students absolutely LOVED - and differences in weather - to which the students were shocked about. Sebastian explained the hardships he had in moving from Sweden to America, and students were very surprised to hear about what in their own lives he found difficult and strange. Having lived in North Carolina and attended college in the state, Sebastian was a great guest speaker, and the students were really able to connect a part of Europe where they will unlikely visit, with their own lives and experiences.</p>	<p>This principle arises on a regular basis, and most of the time it is done in an impromptu or conversational basis as a result of what is being taught. Most students assume that everyone is like them, everyone eats the same food, gets up at the same time, and speaks the same language. The morning after my dog graduated from dog training school, I shared with my class a story about another family in our class. There has been a Romanian couple and their dog, Bacio, in our class for the last eight weeks. I explained to my class how Andrea says "sta jos" (sorry for the spelling!) and Bacio sits down. The students had never really thought about the fact that animals in other countries respond to different languages. As small as that discussion was, they are now a bit more aware and less ethnocentric than before.</p>	<p>I have been especially impressed with the ways in which we were able to take the SCOS and curriculum and slant it in a way in which the students were mastering the objectives while learning at the same time. Many of the stories we have read deal with immigration, or characters of various cultures or decent. We have been able to change activities, add extension activities for those who have already mastered the content, and create interesting, fun and culturally educational math word problems. I think that having taught the curriculum previously, looking at it in a different light has been wonderful for the students, and it has given me a sense of pride in seeing their success. I have also been incredibly proud of my students, some of whom have stayed up all night practicing a Europe map game online (<a href="http://sheppardsoftware.com">sheppardsoftware.com</a>) to get 100%! Their thirst for geography knowledge is inspiring :)</p>	Daily	I refer to them in every weekly team meeting	I integrate them daily	4th grade
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		I interpret "connect global practices to local practices" as getting to know the world around you and using some of their practices as if they were one of ours. For example Cumberland County School takes great pride in character education. In my class we took character education to another level by creating Chinese character coins. The coins represent good character and people carry these coins around representing what they are holding. Each student was given a circle to represent the coin. On the coin they had to draw the symbol of the character trait they need to grow on as a student. The coin is also tapped to their desk to remind them of the character they should be portraying. In the center of the coin was the Chinese symbol and around the edge of the coin in English was the character trait they chose. We also have up a complete chart of the Cumberland County character traits along with the Chinese symbol for that trait.	To avoid assuming similarities. I created a PowerPoint of East Asia. In this PowerPoint each of the countries in East Asia were talked about in a brief overview. The students were able to see that just because they were located near each other on a map it did not mean they shared the same holidays, clothing styles or even the food they ate. The students were shocked to see all the ways people wore clothes in East Asia.	I enjoy working with the global theme in my classroom. The students enjoy finding and talking about the global aspect of Asia. They are always looking to put Asia into what they are doing in the class. I also feel it has been a real challenge. I don't get the support I need from my VIF teacher and it all falls on me to create for the grade level. The assumption I made coming into this experience was that the VIF teacher would come to the grade level with a wealth of knowledge and artifacts to share with the students. That was a big assumption on my part, as I have to find and share the information and artifacts of Asia.	We have just recently sat down and discussed integrating the global theme as a team. I feel no thought has been brought into this area of teaching. I can say I create a PowerPoint or activity at least 2-3 days a week in my classroom.	I sometimes refer to them when I plan my lessons	I've integrated them once or twice since the workshop	2nd grade
#####	Weekly							

#####	Monthly	1. Local is also global in the long run. We are all part of this planet, not just Fayetteville, NC.2. My reading program is very direct for decoding, however when I teach reading comprehension I always try to incorporate global pieces. When teaching strategies for answering test-like questions, I have used topics such as ancient Egypt, the 7 Wonders of the World, All About Australia, etc.	1. Stereotypes and generalizations are dangerous. Don't judge a book by its cover.2. Honestly, this is more of a social skills and life lesson that I have not touched upon in my brief lessons with the kids. I teach strategies, more than social skills. The social skills that I teach are interpreting and participating in conversations, for my students with autism or autistic tendencies.	I love learning about other cultures. Recently, I have learned how to make my own sushi (among other Japanese dishes) and Mrs. Ocaya-Gamon has asked me to do a demo (with a cucumber roll, no raw fish!) for the children, because they are learning about Japan. It is just fun to do something like this even though I am just plain, boring American.	I plan individually.	I sometimes refer to them when I plan my lessons	I've integrated them once or twice since the workshop	Pre-K/Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Resource, SLD
#####	Weekly	I think the key word is "Connect" Offering students opportunities by practicing an activity on the computer. We are helping the student to see a bigger picture of our world.	For our students, they see differences weekly. On a power point project we created Flags around the world with pictures from different countries. The students saw how transportation could be different in other areas of the world than what they have.	I'm thrilled that the students are excited themselves about learning about other countries.		I refer to them in every weekly team meeting	I integrate them weekly	Resource

			"Avoid assuming similarities" can mean many things. I could interpret this as not assuming all kids come to school on a "level playing field" with parent interest, background knowledge, experiences, etc. that are afforded to other students. Don't assume that students and parents have similar expectations as we as educators have. All educators do not have similar expectations. Teaching students to avoid assuming similarities can involve local and global themes. We recently discussed schools, and how schools in different countries are structured differently than ours. Parent expectations are different.				
#####	Weekly	Making connections with the students about activities they do everyday such as drink clean water, take showers, clean dishes, wash their cars. We recently did a bit of research on water quality (nothing formal) and how students in other countries don't always have clean water. We also discussed how other countries are just like us, and DO have plenty of clean water.	Unexpected challenge. Personality differences. I'm not a yell at other people type of person. I felt very attacked for my personal organization skills.	Weekly	I sometimes refer to them when I plan my lessons		

#####	Weekly	<p>Before you can make a connection or comparison between different countries and cultural groups you need to experience the unknown. When doing that you can compare and contrast the information to your own situations in life and the connection will be successful. In two recent lessons "Breakfast in Africa" and "Christmas in Africa" we researched 8 different countries and compared /contrasted them to the USA. The students realized that in those 8 countries everybody celebrated if in a different way but that there were similarities as well.</p>	<p>Although the sun rises and sets over Africa and the USA there are differences. It appears to be the same but it isn't. During recent lessons we observed objects in the night sky and studied seasons in the two different hemispheres. Students were able to observe that they were different in the two hemispheres. While using Skype to communicate with Africa students they could experience firsthand information when talking about the different seasons and how cold/ warm it was on that specific day. They also know that there are a time difference between the countries from different continents.</p>	<p>It was surprising to see how quick the students can adapt to the cultural issues they encounter about the African continent. The students love to speak in Afrikaans and show off their newly acquired skills to all visitors. They would write to their pen pals and tell them about the "FACT OF THE DAY" to see whether the South African students were knowledgeable about certain African facts. They enjoy discovering various countries in Africa and finding them on the maps. I am very proud of the fact that they have achieved this high level of learning and skills in such a short time of our cultural learning experience and sharing in their excitement every time they discover new information. If this high quality of Global/Cultural education can be maintained these students will be extremely well prepared to walk the GLOBAL VILLAGE!!!!</p>	Weekly	I refer to them every time I plan my lessons	I integrate them daily	3rd grade
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#####	Daily	<p>I feel that this means that the children should know that we should never assume that people in other places live the same way or go about their daily life in the same way as we do.</p> <p>Recently we were writing a class e-mail to our e-pals in Turkey. It was just before the Christmas break so obviously the students were excited about this. They wanted to ask about how the children in Turkey celebrate Christmas. Knowing that Turkey is a mainly Islamic country I was aware that the children there didn't celebrate this holiday. This was a great tool to discuss with the children how people in different parts of the world celebrate different holidays. Without getting into a religious discussion we were able to discuss how children in Turkey may not do the same as we do at this time of the year, but that their holidays were just as important to them as ours to us. When we received mail back we learned a little about holidays in Turkey and</p>	<p>It has been a very exciting and rewarding experience thus far. The amount that the children have learned so far about Europe is amazing. They really seem to enjoy it and it enhances their engagement in class and keeps them interested. I'm proud of the way the children have become curious about the world and how some of them will constantly ask questions and do their own research at home even if it is not a set assignment. I feel that we have really opened their eyes to a world they may not ever experience and awakened a sense of curiosity in them. It has been so much more than just teaching about foods and flags. The children want to know about real life and I'm proud that I can bring this to them in a small way.</p>	Daily	I sometimes refer to them in weekly team meetings	I integrate them weekly	4th grade
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		are looking forward to learning more. I think this helped the children to avoid assuming similarities.			
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#####	Monthly	I believe that means to try to associate and understand what happens in other cultures and make yourself and students aware of those practices.n/a	Do not assume that everyone has been introduced or has an understanding of basic principles that are common to your area.n/a	n/a	resource teacher	I have never referred to the principles in my lesson planning	I have not integrated them yet but plan to soon	Resource
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		<p>For me, Principle 1 is about exploring similarities and differences between groups of people in the different areas of everyday life while discovering that we can see more commonalities. We've just studied landforms of North Carolina and compared and contrasted them with those of Korea. The regions we compared/contrasted were the mountains and hills, plains and rivers, and the coasts. We used the Venn diagram for the activity, and I also showed a PowerPoint presentation of places in South Korea showing different landforms. Part of the discussion was on the possible economic activities of the different regions in Korea. As a closure, I asked students if they could imagine living in Korea, and to think about what they could do that's the same as or different from what they know of their lives here in NC.</p>	<p>Avoid assuming similarities means looking beyond what might look the same on the surface. In studying different types of storms, we looked at the definition of hurricane and how it's called in other parts of the world. While looking at the PowerPoint of Typhoon Ondoy, one child asked why there weren't inflatable boats to save people from the floods. I explained that there might have been some that had been used, but that the Phils had "banca" or wooden boats. I also explained that some countries have less resources to cope with disasters and need the help of people from other countries.</p>	<p>I believe I've already spoken with the VIF staff about some of the above. I'm starting to find resource persons from different Asian countries and am contacting them for possible visits to Gray's Creek. I was able to ask Taiko drummers to come perform at the Int'l Education Week, and am inviting a Chinese national from Fayetteville State to come for our Chinese New Year celebrations.</p>	<p>Weekly</p>	<p>I refer to them every time I plan my lessons</p>	<p>I integrate them weekly</p>	<p>2nd grade</p>
#####	Weekly							

	##### Daily	<p>to have a global environment is important to bring into the classroom different activities that other people use to do in their home countries. with 5th grade we were learning about food. They created a menu including any meal, then they compared with food from Colombia and they realized that lunch is a very important meal in that country. IN NC they saw that the most important meal during the day is dinner. Also they were comparing and contrasting different prices and money value between the two places.</p>	<p>Many times a word, an action or phase can be interpreted from different points of view. so that I consider very important to avoid any kind of assumptions in any aspect, as an example of this a word in another language may be written the same way that in our native language but it does not necessarily means the same. Or maybe because we are from the same continent it does not mean that everybody has the same customs.</p>			<p>I refer to them every time I plan my lessons</p>	<p>I integrate them weekly</p>	<p>Resource</p>
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		I interpret this principle to mean that we need to connect something they are learning from another country or continent or culture to something they would identify with in their own culture. I had a social studies unit in which we learned about landforms and bodies of water. We looked at pictures of landforms and bodies of water in North Carolina and then from Asia. We compared and contrasted them. We also learned the names of the different landforms and bodies of water and what they are called in Japanese.	I interpret this to mean that we should not assume something or someone is similar just because of where they are from. Recently we looked at pictures of people from China and talked about how different the people look. We talked about how the country has many different people and cultures within the same country.	I am proud of the PowerPoints we are making and sharing each week with the students. Each month we are focusing on a certain region of Asia. We then choose the major countries to make a PowerPoint on and go into more depth with. We share a new one each week.	Weekly	I sometimes refer to them in weekly team meetings	I integrate them weekly	2nd grade
#####	Weekly							

		I select music that represents other countries when I teach different musical concepts to the students. We work on songs that are in different languages. Recently, the first grade compared and contrasted what they saw in a painting that represented a street in Paris, to the streets that they have seen downtown.	I let the students know that although we are similar people are different and may handle situations differently. We discussed this in a lesson on expression. We discussed different ways that people express themselves in music. We listened to an interview of a Nigerian tribe using a talking drum as a way of expressing themselves.	I think that the aspect of teaching in a new global school is challenging especially because I teach at more than one school and have to prepare different lessons and programs for the two different schools. In the past it was easier to keep my schools on the same weekly lessons.	We do not discuss global integration together	I referred to them once or twice immediately following the workshop	I've integrated them once or twice since the workshop	Resource
#####	Weekly	Create activities that allow children to make connections with their culture and another culture. Birthday Celebrations: we looked at how we celebrated our birthday and how other countries celebrate their birthday in (Greece, Brazil, and China)	N/A	I am excited as a teacher but also as a parent and it is very exciting to me when I share information with families who attend other schools in our county and they reply, "Wow...I wish we lived out there!"	I do not meet often on the Kindergarten Grade Level	I referred to them once or twice immediately following the workshop	I've integrated them once or twice since the workshop	Pre-K/Kindergarten

#####	Weekly	<p>We recently did an entire Australia Day Celebration. We looked at maps, discussed why and how we celebrate Australia Day and tried some Australian foods. Before we discussed any of this, we talked about the special Day that American's celebrate their country, and talked about why. I related that to Australia day and discussed some of the ways we both celebrate these special days.</p>	<p>We have been learning about communities and roles of people within the community. We discussed the jobs of the kids parents and then the kids brainstormed what sorts of jobs might be similar/ different in Australia and why. The chn recognized many of the jobs are the same in Aus because we have similar trades but we also added in some more unique jobs such as farmers on cattle stations etc.</p>	<p>I have found that the students I teach are quite similar to those taught at home, in terms of the range of their reading and math ability.I am surprised by the routines and rigidity here as compared to the more relaxed school environment at home. It has been a challenge for me to ensure my classroom is run in a way the school expects etc.It has been enjoyable learning about the American celebrations such as thanksgiving and Martin Luther King Jnr day, I have learnt along with the kids,</p>	Weekly	<p>I sometimes refer to them when I plan my lessons</p>	<p>I have not integrated them yet but plan to soon</p>	1st grade

#####	Daily	<p>I believe that connecting global practices to local practices means implementing something in your own daily classes that they may do in other classes around the world. We have recently integrated saying thank you in a number of different languages spoken here in North America. This has made me have to look up how to say you're welcome!</p>	<p>I believe this statement means to not group people together just because they look the same or come from the same country. Recently we discussed Christmas in the United States and children were surprised to learn that not all Americans celebrate Christmas. That we also celebrate Hanukah and Kwanza.</p>	<p>I am very proud of all of our kindergarten students. I was especially proud that all of our kindergarteners can tell what their school, city, state, country, continent, and planet are!</p>	Weekly	<p>I sometimes refer to them when I plan my lessons</p>	<p>I integrate them weekly</p>	Pre-K/Kindergarten
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			I think it is important to remember that while as an adult our experiences may have led us to assume there are similarities between countries and continents, for children their understanding and knowledge of the world is so much narrower than ours. Therefore while we may see the similarities children most probably will not. Just before Christmas, Mrs. Morgan had us as a staff write down our Christmas traditions and that prompted a discussion with my students about Christmas around the world and which countries do celebrate and which ones don't, also what traditions are similar and which ones are totally different.	I am very proud of how much we integrate a global theme into our teaching in my grade level and indeed across the school. We have had Chinese acrobats in school we have shared in International Education week. We have heard presentations from friends from Sweden, we have visits planned for information about Romania and Eastern Europe. I thought it would be time consuming fitting all these things into our daily curriculum but it has been remarkably easy.	Daily	I refer to them in every weekly team meeting	I integrate them daily
#####	Daily						

## **APPENDIX C: GCES SURVEY #3 AND GLOBAL SCHOOL SURVEY #3**

If you have trouble viewing or submitting this form, you can fill it out online:

<https://docs.google.com/spreadsheet/viewform?formkey=dHh2eXIQbzlxWJCSEdUU3Q4OFRtanc6MA>

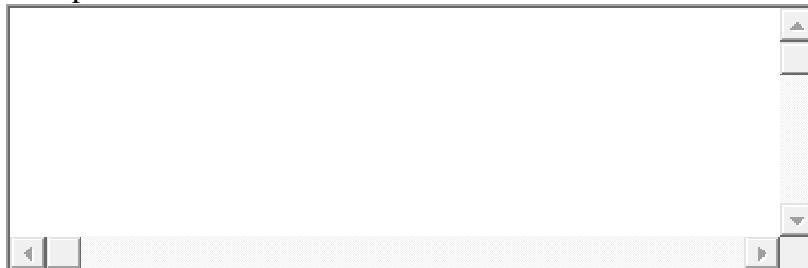
# **Gray's Creek Global School Documentation Project - Survey #3**

Thank you for taking a few minutes to provide feedback about your experiences with teaching a global curriculum at a new global school. The information you provide will be kept confidential. Individual responses will not be shared. Your feedback will help us better target professional development to your needs. If you have any questions, please contact Gina Difino at [gina.difino@vifprogram.com](mailto:gina.difino@vifprogram.com)

How often do you integrate global themes into your lessons?

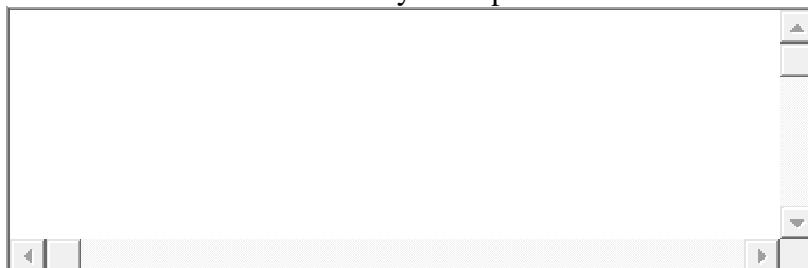
- Daily
- Weekly
- Monthly
- Quarterly
- I have not done this yet.
- Other:

Part 1: How do you interpret the principle, "Connect global practices to local practices?" Part 2: Describe in detail a recent activity in which you asked students to connect global practices to local practices.



A large rectangular text input field with a vertical scroll bar on the right side and horizontal scroll bars at the bottom. This is intended for Part 2 of the survey question.

Part 1: How do you interpret the principle, "Avoid assuming similarities?" Part 2: Describe in detail a recent lesson in which you helped students to avoid assuming similarities.



A large rectangular text input field with a vertical scroll bar on the right side and horizontal scroll bars at the bottom. This is intended for Part 2 of the survey question.

Describe one aspect of your experience teaching in a new global school that you'd like us to know. (E.g. What was surprising? What are you proud of? What was an unexpected challenge? What assumptions did you make about the experience you would have?)

How often does your grade level team discuss how to integrate global themes into your lessons?

- Daily
- Weekly
- Monthly
- Quarterly
- We do not discuss global integration together
- Other:

How often do you refer to the Seven Principles of Global Teaching when planning your lessons?

- I refer to them every time I plan my lessons
- I refer to them in every weekly team meeting
- I sometimes refer to them in weekly team meetings
- I sometimes refer to them when I plan my lessons
- I referred to them once or twice immediately following the workshop
- I have never referred to the principles in my lesson planning

How often do you integrate the Seven Principles of Global Teaching when planning your lessons?

- I integrate them daily
- I integrate them weekly
- I've integrated them once or twice since the workshop
- I have not integrated them yet but plan to soon
- I have not integrated them yet and do not understand how
- I have not integrated them yet and do not see their relevance to my teaching

What grade(s)/subject(s) do you teach?

- Pre-K/Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade

- [ ] Resource
- [ ] Other:

[Submit]

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Timestamp	How often do you integrate global themes into your lessons?	How do you interpret the principle, "Describe before you interpret?" Describe in detail a recent lesson in which you asked students to describe before they interpreted cultural content.	How do you interpret the principle, "Embrace ambiguity?" Describe in detail a recent lesson in which you encouraged students to embrace ambiguity.	Describe how your perspective of your assigned region has changed over the course of the year.	Since participating in the cross-cultural communication styles workshop, have you experienced improved communication within your team? If so, please describe how your team has made progress in communication.	How often does your grade level team discuss how to integrate global themes into your lessons?	What grade(s)/subject(s) do you teach?	Since participating in the technology workshop, which technologies or organizations have you gone back to research and learn more about?	Since participating in the technology workshop, which technologies or organizations have you used with your students?
4/1/2010 10:03:47	Weekly	We were learning an African song about a young hawk who became an orphan but learned to survive on his own. I asked them to describe the situation of the orphaned hawk before applying the lesson to their lives.	I haven't thought about it.	I don't have an assigned region. We study world music.	Did not participate in that workshop. I am only part-time at Gray's Creek.	No grade level team (music)	1st grade, 3rd grade, 5th grade, Resource	No workshop	No workshop
4/1/2010 12:15:30	I have not done this yet	I have not done this	I have not done this	I do not have one.	I did not participate	I do not work with a grade level. I only teach AIG.		did not attend	

		To me, this principle means exactly what it says, but also much more. When seeing something, meeting people, hearing of something you aren't accustomed to, this means to look at things with the perspective of the people that it is usual for. I find that some people stereotype because they do try to interpret based on their own beliefs, and they won't be swayed otherwise! The lesson didn't involve this principle, but it was certainly brought up as a "teachable moment." One of the students said that a family friend has pet leopards and panthers in cages in their yard in the mountains of NC. All of the kids starting saying "they're crazy" "what lunatics" etc. We talked about the reason why this person may have the animals. What could have caused them to decide to keep them as pets? Are they animal rights activists that are trying to rescue the animal? The kids really started asking very different questions.						
4/1/2010 12:17:07	Daily		Be open to new things, change, differences of opinions.	My perspective changed a great deal after my seminar at World View. The yearning for a better future, and the reason immigrants come to the U.S. illegally was very heart warming.	I hope that we've all realized, though I can only speak for myself, that we need to communicate with each other, period. You can't change what you don't know if broken. You also have to realize that assumptions can get you into trouble. Hopefully everyone also realizes that we are different, have different styles, and just because we're different doesn't mean that "I'm right, and You're wrong."	Weekly, but it doesn't always happen in every classroom.	5th grade	Skype, Podcasting, Webquests  Webquests

4/1/2010 17:29:12	Daily	<p>Right off the top of my head, one of the things I can think of is the use of the photo boards we have in our classroom. Throughout our room we have different boards which display collages of photos from the countries I have visited in South America. Eventually I will create a board for every country on the continent - using pictures from friends combined with images from the internet - but presently we have boards from Paraguay, Argentina, Chile, Uruguay, Ecuador, &amp; Brazil. As a journaling activity, students get to choose one of the photos from the board of their choice &amp; they must describe (in detail &amp; very specifically) what they see in the photo. We are still working on the different between describing &amp; interpreting.... but it will come eventually. In implementing this kind of activity, whether in written form or orally, I can already see how beneficial it will be to start this photo board journaling &amp;</p>	<p>Just last week we were working on a story about a cowboy in our Literacy Block, so in our introductory whole group lesson Monday we previewed some photos &amp; watched a video about gauchos - South American cowboys - at work &amp; made comparisons between cowboys we are familiar with &amp; with what we saw of the gauchos. Then in Guided Reading, I worked with differentiated reading groups on various passages describing gauchos &amp; their lifestyle. In a few of the passages, it referred to the custom of drinking mate &amp; it described the different "tools" used for this.... since I have a guampa &amp; bombilla here in class, I demonstrated &amp; explained the custom (which the students have</p>	<p>Having lived &amp; traveled throughout South America, my perspective has not changed.... although I will say that being able to come back &amp; share my experiences &amp; to see the interest in my students' eyes has made me feel even more proud &amp; fortunate to have had the experiences I did on that continent!</p>	<p>Oh yes, one hundred &amp; ten percent. I really feel like it forced some communication &amp; some clearing of the air that was long overdue. For many, including my grade level, I heard that there was a sense of discomfort when the workshop was going on - simply because it was true that issues had arisen, feelings were hurt, feathers were ruffled, &amp; problems certainly lingered. But the workshop forced everyone to examine those issues &amp; I can say that for our grade level there has been a fresh new start. Thank you!</p>	Weekly	5th grade	<p>iEARN, Podcasting, ePals, Webquests</p> <p>Skype has been explained to the students &amp; our first Skype date is pending!</p>

		discussion at the very beginning of the year with my next class.	learned about already since I taught them about Paraguayans & their tererre - the cold version of mate). Right away, a student piped up & asked if "...gauchos drink mate the same way Paraguayans drink tererre - by passing it all around & sharing it with everyone else?" When I answered yes, there was chatter about how it must pass germs & how they wouldn't do that & so on. We had a fabulous discussion about how I was introduced to the custom & how even though it was very different for me, I did not want to offend the Paraguayan friends who were offering it to me. The students had lots of questions & we were discussing exactly this point - the idea of accepting that this is their custom,				
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something they do as a social act, & how although we don't necessarily do the same thing & we might not understand why it is done this way, it is part of their life & something that, as North Americans, we might do if visiting a country where it is custom.to notice the unusual without fear and to look upon the ordinary with new eyes

4/2/2010 14:00:57	Weekly	<p>Describe before you interpret means to take a minute and describe what you are looking at or learning about and then interpret. By doing this we take a minute from our bias and preconceptions. When we present our PowerPoints on countries in Asia there are pictures of people from those countries. Many times they look different or dress differently and I have the students describe the pictures before we discuss why they may dress that way or why they would be doing what they are doing in the picture.</p>	<p>This means to me that not everything has an answer or we may not understand something and that is ok.</p>	<p>My perspective of Asia has changed over the year. In the beginning I thought I knew something about Asia because I knew some things about Japan and China. As the year has progressed I have realized how diverse Asia is as a continent. I have tried to bring that new realization to my lessons and activities to allow the students to see the many different cultures that make up Asia.</p>	<p>Yes, our team has become a cohesive unit. We all have different personalities and communication styles but I believe we have learned how to understand and communicate with other people on our team.</p>	Weekly	2nd grade	Skype, VoiceThread

4/11/2010 12:16:14	Daily	<p>In Science we have been learning about the taste buds and Food and Nutrition. We completed a taste test to see if we could identify different tastes in foods. The foods we selected came from all over and we integrated some European foods in there too. We asked the children to identify the tastes first and then we talked about the different tastes that appear in different European foods and why we think that is. We also talked about the different foods that we like and where they come from and discussed whether all food from that country might have a similar taste.</p>	<p>recently we studied poetry and we talked at length about the different poems that we read. We made a poetry book and each of the poems was from our focus continent. We talked about how each of us were reading the poems altogether but that each of us had a different interpretation as to what the poet was talking about, some might be similar in interpretation but most would have their own thoughts. As with all that we do we talked at length about embracing all our thoughts as being our thoughts and opinions, those being unique and important in their own way.</p>	<p>I know a great deal more about Eastern and western Europe than I did before. From the different ways of life from guest speakers to the different foods that come from that area. It has broadened my knowledge of my continent.</p>	<p>we have made a consolidated effort to talk more about what we expect to see each week and made changes throughout the week to our plans to accommodate our thoughts as the week progresses so yes we have seen progress.</p>	Weekly	4th grade	Skype, iEARN, ePals	ePals

4/19/2010 20:53:58	Daily	<p>The students spoke to a South African student on Skype about "A school day in the life of an South African student" She described her day since she ate breakfast, what she ate for breakfast and everything that happened through her school day. Students had to compare and contrast her school day with theirs. What they would eat, the main school subjects, resource subjects, breaks, lunch, games they would play during break/ recess, time school would get out, after school activities and what's for dinner. They were also filled in by myself about the content of all the different school subjects and why they had / studied these specific subject areas. They realized that although everyone went to school and had a full day with many activities their day's at school were different in many ways.</p>	<p>While explaining what the content of each subject was that the South African students had to study, I realized that they couldn't imagine why our SA students had to learn more about "Life Skills" than they will ever have to. To enable certain cultures to survive and make a living we need to teach he students Life skills as a subject. We would take our students to a 'Veldschool' for one week where they had to find their own shelters to sleep and cook their own food, having no electricity or any sanitation to use. It was difficult for the US students to imagine that a SA child had cultural practices and beliefs in order to survive.</p>	<p>For myself ..I have learned a great deal about my Continent and all the countries. I met people in the USA coming from African countries and I was able to learn a lot from them. It is amazing to compare so many aspects about Africa to the US.</p> <p>Not a day went by that there wasn't something new to experience and share with somebody at school...whether a teacher or a student.</p> <p>During these past few months of the year we have grown and shared in many cultural activities.</p>	<p>Most certainly!! We had several issues about doing lesson plans and how to prepare them. The US teachers now better understand why I asked them to do certain things in a specific way. We are working together as a team now and it is easier for them to share everything and learn from one another. Since I kept on sharing although they didn't at first things have now changed. Thank you for that great workshop!</p>	Weekly	3rd grade	<p>Skype, iEARN, VoiceThread, Blogging, ePals</p> <p>Skype, ePals</p>

				The students on our grade level have changed in such an enormous way. The more the students were told the more they wanted to know. They would stop at every world/country map they come across in hallways or classrooms and look for specific details , flags and anything else that might interest them. When talking about a continent during morning assembly they would go and find that continent/country almost immediately and look for details. Whenever we have				
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				guests they would want to sing songs they have learned or share information about facts.				
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4/30/2010 11:09:04	Weekly	Before you analyze something, take a step back and look at it simply. Describe without judgments.N/A	By embracing ambiguity, you are at ease knowing that you may not understand but you can appreciate, especially when someone or something or so different from what we are used to. My students tend to ask a lot of questions in the small group setting that they don't care to voice in the general education class size. Throughout the year I have used the phrase, "Just because something is different does not mean that it is wrong or bad. Just different." I do not have an example taken from a lesson.	N/A	N/A	N/A	Pre-K/Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade	VoiceThread Skype

5/3/2010 10:36:25			We don't have all the answers for why different cultures do what they do. We discussed in the Yam festival a practice where they cut a yam in half and toss it up. If both halves land the same way then that mean a worrisome year. If it lands one up and one down then that means a prosperous year.	I didn't have an assigned region. I touched on several different cultures and regions.				
Weekly						Resource		

5/3/2010 14:18:18	Monthly	I was teaching a lesson on the subject of Japanese Kanji calligraphy for second grade. I taught the students to observe and to write in correct Japanese form. Afterward then we wrote a few Kanji letters and interpreted the pictograms meaning.	In the lesson on Japanese Calligraphy for second grade, I explained that the Japanese have two basic letter systems, one phonetic and one pictogram. Then I compared our Latin Alphabet to Japanese. Roughly equating Dollar-\$ for example. Dollar is phonetic and \$ is a pictogram.	As I teach all grade levels, it has been a challenge to keep up with the grade level focus regions. I need a long range cultural thematic rubric aligned with each grade level.	I haven't had the opportunity to join in your workshops. But I have enjoyed working with Mrs. Fourie and Mrs. Ocaya Gamon.	After school when needed	Resource	Skype
6/30/2010 19:38:37	Daily	We "describe before you interpret" each time we begin a writing prompt. The students must describe what they are going to write about by either creating a thinking map or drawing what they are visioning when talking about a cultural topic. This allows the students to show what they know whether it may be right or wrong.	I don't know of a lesson off the top of my head where I encouraged the students to embrace ambiguity.	I found out the Asia is not must different then we are here in America. They have the basic routines we practice but they may perform them in a different manner.	I do feel that communication has improved within my team. Instead of assuming things were not being done just because they did not feel like. I now realize that the team members were overloaded and did not know how to approach the situation to ask for help. After the workshop we were able to talk more easily and work began getting a lot better as a grade level.	Weekly	2nd grade	Skype, iEARN, Webquests

## **APPENDIX D: IRB 4C**

### IRB 4C-- Principal Interview Protocol:

- What was the goal or intention of the district in creating the globally-themed school?
- Start at the beginning and tell me the story of the creation of this school and your part in it (nitty-gritty, the good, bad, and ugly)  
Include a description of and the value or importance of:
  - ◆ District support
  - ◆ Outside support (VIF)
  - ◆ Professional Development
  - ◆ The most successful component
  - ◆ The biggest challenge in the implementation of the model
  - ◆ Character education
  - ◆ Student Achievement
  - ◆ Student learning beyond the EOG
- How is student learning evaluated in this global model program?
- You were a principal in a traditional elementary school for, how many years? Is there a difference in the quality of education in this global model compared to the traditional school? Describe.
- What have you learned that made the model better since its inception?
- Are there changes that need to be made in the global model?
- What would be essential to replicating this global model?
- What impact has the implementation of the model had on teachers?
- How do you evaluate what the teachers are doing according to the description of the global model?
- How has the global model influenced you as an educator?
- I propose that global infusion can be the vehicle to motivate students to want to learn. What do you think about that statement?

## **APPENDIX E: IRB 4C**

IRB 4C--Principal, Individual Teacher, and Instructional Coach Interview Protocol:

1. What do you think was the goal or intention of creating and implementing the globally-themed school?
2. How do you believe that the design of the model has affected the accomplishments of the goals of the globally-themed school? Student achievement?
3. Given Hanvey's 5 dimensions of a global education, Do you think your daily practices encompass each of the 5 dimensions?--give evidence of each
  - Perspective Consciousness
  - State of the Planet Awareness
  - Cross-Cultural Awareness
  - Knowledge of Global Dynamics
  - Awareness of Human Choice
4. What has been the most successful component of the model?
5. What has been the biggest challenge in implementing the model?

## **APPENDIX F: IRB 4B**

### IRB 4B—Focus Group Protocol

1. What does global education mean to you? How do you explain this term to others?
2. Give examples of things you do in this school that are not typically done in a traditional school.
3. What do you believe have been the most successful components of the global education model?
4. What has been the biggest challenge in implementing the model?
5. Is there anything else you would like to share about implementing a globally-themed school?

## **APPENDIX G: IRB 4B**

### **IRB 4B—Focus Group Protocol**

1. Give me an example of something you do in this school that would not typically be done in a traditional school.
2. What do you believe has been the most successful component of the global education model?
3. What is the one thing that makes it work?
4. What has been the biggest challenge in implementing the model? Is it the same every year or different.
5. Is there a negative to this model of global education? Explain.
6. How important is the focus on character education to the success of the model program?
7. Did professional development and outside support from VIF (coaching, etc) make a difference in the success of the model? How did it make it different?
8. Does leadership make a difference? If there were a change in principal, could the model program survive? Explain.
9. How important is teaming to the success of the model program?
10. A new teacher joining a grade level—did that make any bumps in the road? Why or why not?
11. Is there anything else you would like to share about implementing a globally-themed school?

## **APPENDIX H: PARENT INTERVIEW**

Parent Focus Group Interview

GCES

February 2, 2012

- Give me the background of your involvement in this global school. The child(ren) you have in this school, their grade level, and any previous schools attended. (I don't need names—ex-I have a daughter in 3<sup>rd</sup> grade, she attended Alderman Road in Kindergarten and 1<sup>st</sup> grade, and GCES for 2<sup>nd</sup> grade)
  
- What do you think about this global model?
  
- Describe the experience of your child(ren) attending this school.
  
- If they attended other schools, can you make a comparison (good or bad)?
  
- Do you have older children that attended traditional elementary schools in Gray's Creek and now have children in the global school? Can you make a comparison (good or bad)?
  
- What suggestions do you have for this global model?

## APPENDIX I: IRB 4D

IRB 4D—

Observation Protocol

Robert Hanvey's Five Dimensions of a Global Education

Observed	Dimension of Global Education	Definition	Description of Application
	Perspective Consciousness	One has a view of the world that is not universally shared	
	State of the Planet Awareness	Awareness of the world conditions and development	
	Cross-Cultural Awareness	Awareness of diversity of ideas and practices	
	Knowledge of Global Dynamics	World works as a system-the elements interact in the system	
	Awareness of Human Choice	Awareness of problems of choice-imagine future consequences for present actions	

## APPENDIX J: DATA COLLECTION CHART

Data Collected	Source	Description	Protocol
<b>Archival Data-Year 1</b> <ul style="list-style-type: none"> <li>• “Making Connections with a Global Perspective”</li> <li>• Gray’s Creek Elementary School-Passport Model School</li> <li>• Staff Meeting Agenda</li> <li>• <i>Teaching with a Global Focus</i> Workshop Agenda/Outline</li> <li>• Passport model and secondary global literacy initiatives</li> <li>• Passport Student Learning Outcomes</li> <li>• Passport Professional Learning Model</li> <li>• Teacher Experience Documentation Project</li> <li>• Coaching Notes</li> <li>• Global School Documentation Project-Survey #1</li> <li>• Global School Documentation Project-Survey #2</li> <li>• Global School Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• School District Leaders</li> <li>• School Leaders</li> <li>• School leaders and the Visiting International Faculty</li> <li>• The Visiting International Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Bulleted outline of the model global program, n.d.</li> <li>• Power-point presentation, n.d.</li> <li>• All day staff meeting, first day of work. Staff group activities-<i>Around the World, Culture Clash, and Welcome to the World Café</i></li> <li>• Professional Development, November 9, 2009</li> <li>• VIF International Education document, Spring, 2010</li> <li>• Project outline, Fall, 2009</li> <li>• Coaching notes taken from kindergarten, 1-3 grade level focus groups, November, 2009</li> <li>• Survey #1 and teacher responses, Pre-K, 2-5 grades, resource teachers, October 2009</li> <li>• Survey #2 and teacher responses, Pre-K, 1-5 grades,</li> </ul>	<ul style="list-style-type: none"> <li>• See Appendix A</li> <li>• See Appendix B</li> <li>• See Appendix C</li> </ul>

<p><b>Project-Survey #3</b></p> <ul style="list-style-type: none"> <li>• Online Tool: Ning Educational Site</li> <li>• Professional Development and Assessment Plan</li>   <li>• International Look and Feel/Activity Ideas-classroom based and school-wide</li> <li>• <i>Cross-Cultural Communication Styles</i></li>   <li>• <i>Using 21<sup>st</sup> Century Technology for Global School Partnerships</i></li>   <li>• VIF Professional Development/Support-End of Year Summary</li> <li>• VIF Personal Teacher Interview notes</li>   <p><b>Archival Data-Year 2</b></p> <ul style="list-style-type: none"> <li>• Coaching Notes</li> </ul> </ul>	<ul style="list-style-type: none"> <li>• The Visiting International Faculty</li> </ul>	<p>resource teachers, January 2010</p> <ul style="list-style-type: none"> <li>• Survey #3 and teacher responses, Pre-K, 1-5 grades, resource teachers, April, 2010</li> <li>• A draft outline for presentation to all staff, n.d.</li> <li>• A descriptive proposal and plan for professional development and assessment for teachers to build global awareness. The proposal includes teacher workshops, teacher workday sessions, coaching sessions on each grade level, guest speakers, international education events/conferences</li> <li>• VIF documents of resources</li>   <li>• Professional Development conducted by the Visiting International Faculty Staff, February, 2010</li> <li>• Professional Development conducted by the Visiting International Faculty Staff, March, 2010</li> <li>• VIF document, June 2010</li>   <li>• Notes taken by the Visiting International Faculty Staff from personal teacher interviews, 1-5</li> </ul>	
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<ul style="list-style-type: none"> <li>• <i>Inquiry-Based Global Learning Agenda</i></li> <li>• <i>Fostering Intercultural Competence</i></li> <li>• Coaching Session Notes</li> <li>• <i>Sustaining a Global Focus-Discovery, Dream, Design &amp; Deliver</i></li> <li>• Year End Professional Learning Reports</li> </ul> <p><b>Archival Data-Year 3</b></p> <ul style="list-style-type: none"> <li>• Professional Development-year III</li> <li>• VIF walkthrough data</li> <li>• VIF Walkthrough Feedback Summary</li> </ul>	<ul style="list-style-type: none"> <li>• The Visiting International Faculty</li> </ul>	<p>grades, June 2010</p> <ul style="list-style-type: none"> <li>• Grade level coaching sessions between globally-themed elementary school staff and the staff at the Visiting International Faculty, November 2010</li> <li>• Professional Development, December 13, 2010</li> <li>• Professional Development, February 7, 2011</li> <li>• Notes from coaching sessions, grades 1-5, March, 2011</li> <li>• Professional Development, April, 2011</li> <li>• Reflection and Feedback from the Visiting International Faculty, June 2011</li> <li>• Continuation of final professional development in year 2, <i>Sustaining a Global Focus</i>, and how PLC's can support the ongoing growth of staff and students in the model global program, August, 2011, October, 2011, and January, 2012</li> <li>• Walkthrough feedback from grades-kindergarten-5<sup>th</sup> grade, September, 2011</li> <li>• 20-30 minute snapshot of each</li> </ul>	
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		classroom on a given day, September, 2011	
<ul style="list-style-type: none"> <li>• District Leadership Meetings</li> <li>• Global Planning Team</li> <li>• Presentation</li> <li>• Cumberland County Schools International Planning Committee</li> <li>• Cumberland County Schools Annual Report 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas, notes</li> <li>• Agendas, memos, notes</li> <li>• Visiting International Faculty</li> <li>• Documents</li> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings with the superintendent, September 2008-August 2009</li> <li>• Monthly meetings, November 2008-May 2009</li> <li>• Meeting with district leaders, October 2008</li> <li>• Infusion of global themes in the state mandated curriculu</li> <li>• Information describing the context and performance of the Cumberland County Schools</li> </ul>	
<p>Interviews</p> <ul style="list-style-type: none"> <li>• Principal of the globally-themed elementary school</li> <li>• Instructional Coach of the globally-themed elementary school</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted, audio-taped, and transcribed by the researcher</li> <li>• Conducted, audio-taped, and transcribed by the researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Personal interview, February 2, 2012, 41 minutes, audio-taped, transcribed</li> <li>• Personal interview, December 14, 2011, 48 minutes, audio-taped, transcribed</li> </ul>	<ul style="list-style-type: none"> <li>• See Appendix D</li> <li>• See Appendix E</li> </ul>
<p>Focus Groups</p> <ul style="list-style-type: none"> <li>• Kindergarten Teachers</li> <li>• 1<sup>st</sup> Grade Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted, audio-taped, and transcribed by the researcher</li> <li>• Conducted, audio-taped, and transcribed by the researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Three American kindergarten teachers, the pre-k teacher, and a student intern, January 18, 2012, 30 minutes, audio-taped, transcribed</li> <li>• Two American teachers and one international teacher from New Zealand, January 30, 2012,</li> </ul>	<ul style="list-style-type: none"> <li>• See Appendix F</li> <li>• See Appendix G</li> </ul>

		33 minutes, audio-taped, transcribed	
• 2 <sup>nd</sup> Grade Teachers	• Conducted, audio-taped, and transcribed by the researcher	• Two American teachers, one international teacher from the Philippines, and the instructional coach, January 9, 2012, 14 minutes, audio-taped, transcribed	• See Appendix F
• 3 <sup>rd</sup> Grade Teachers	• Conducted, audio-taped, and transcribed by the researcher	• Two American teachers and one international teacher from South Africa, December 8, 2011, 27 minutes, audio-taped, transcribed	• See Appendix F
• 4 <sup>th</sup> Grade Teachers	• Conducted, audio-taped, and transcribed by the researcher	• Three American teachers, one international teacher from Ireland, Pre-K teacher (who was doing an administrative internship), assistant principal, and the instructional coach, January 24, 2012, 41 minutes, audio-taped, transcribed	• See Appendix G
• 5 <sup>th</sup> Grade Teachers	• Conducted, audio-taped, and transcribed by the researcher	• Two American teachers, one international teacher from Nova Scotia (who had lived and taught in South America), and the assistant principal, January 9, 2012, 27 minutes, audio-taped, transcribed	• See Appendix F
• Parents	• Conducted, audio-taped, and field notes taken by the researcher	• Five Parents, 1 hour, 12 minutes, audio-taped, field notes taken	• See Appendix H
Classroom Observations • 3 <sup>rd</sup> Grade	• Conducted by the researcher	• December 6, 2011, 45 minutes, field	

<p>Classrooms</p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade Classrooms</li> </ul>		<p>notes taken</p> <ul style="list-style-type: none"> <li>• December 14, 2011, 1 hour, 13 minutes, field notes taken</li> <li>• January 4, 2012, 30 minutes, field notes taken</li> <li>• January 4, 2012, 40 minutes, field notes taken</li> </ul>	
<p>Lesson Plan Analysis</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Grade</li> <li>• 2<sup>nd</sup> Grade</li> <li>• 3<sup>rd</sup> Grade</li> <li>• 4<sup>th</sup> Grade</li> </ul>	<p>Collected by the researcher from the grade level teachers</p>	<p>A discussion was held with the focus groups about Hanvey's five dimensions of a global education. The group was given a protocol and asked to give examples from their lesson plans that may fit into the categories of the five dimensions. The forms were sent to the researcher at a later date through school courier mail.</p>	<p>See Appendix I</p>

## APPENDIX K: DATA ANALYSIS

Research Questions	Data Source	Broad Themes	Emerging Themes	Examples from the Study
What did the school district leaders say they intended to do (espoused theory) in creating a model global program in a globally-themed elementary school?	The Visiting International Faculty archival documents, 2008-2009  Cumberland County Schools archival documents	Fulfilling Intentions of creating a district focus on global education  Creating a vision through the design of a model global program in a globally-themed elementary school	Partnerships with outside agencies  District committees to support the vision	Partnerships with Worldview, the Center for International Understanding, and the Visiting International Faculty. A service agreement was developed between the district and the Visiting International Faculty to support the global education initiatives.  The Global Planning Team and the International Theme Curriculum Planning Committee for Elementary Schools provided a timeline for implementation of the model global program, identified K-5 grade level focus areas, and developed a K-5 International Curriculum Guide.
How did district leaders create a plan and design (design theory) for the model global program in the globally-themed elementary school?	The Visiting International Faculty archival documents  Cumberland County Schools archival documents  Observations by the researcher  Lesson Plans from grade levels in the globally-themed elementary school.  Focus Groups by grade levels  Interviews with the Principal and the Instructional Coach	Grade Level Design  Curriculum Design  Global Visual Representations	Exposure to other cultures  Student Engagement  Cultural Assemblies  Cross-Cultural Communication  Professional	Each grade level has a world regional focus area: Kindergarten-North America, 1 <sup>st</sup> grade-Oceania, 2 <sup>nd</sup> grade-Asia, 3 <sup>rd</sup> grade-Africa, 4 <sup>th</sup> grade-Europe, and 5 <sup>th</sup> grade-South America.  The curriculum is infused with global perspectives every day. Students are learning and experiencing other cultures.  Students learn in an environment that surrounds them with exposure to other cultures. The cultural assemblies are school-wide presentations of various cultural groups.  Students use SKYPE to communicate with students across the globe.

		Staffing Design	Communication Leadership Hiring Staff Characteristics Teacher Turnover Teacher Evaluation	Teachers communicate and share best practices online through a Ning site. They also connect with the staff at the Visiting International Faculty for support and resources.  The leadership team consists of the principal, the assistant principal, and the instructional coach. There is an international teacher on each grade level.  A challenge to find a qualified teacher for a particular grade level and from the country assigned to the grade level. Teachers came from a variety of backgrounds, some are early in their careers, others had years of experience, some had travelled or studied outside of the United States and others are local and have not travelled. However, the teachers seem united by a passion for global education. The globally-themed school has experienced teacher turnover, however, it is significant to note that no teacher has left the model as a preference of not wanting to teach in the global model. New teachers have come to the model global program with enthusiasm and a willingness to embrace the global model. The model global program aligns with the North Carolina Teacher Evaluation Instrument in Classroom Climate and Environment and Global Instructional Integration and Strategies.
		Professional Development and Outside Support		Professional Development
		Passport Model		

		Gateway Model		<p>and outside support was provided to the teachers in the globally-themed elementary school through the Visiting International Faculty. The teachers participated in a teacher experience documentation project which informed the Visiting International Faculty of their individual interests and needs.</p> <p>The model global program acquired the name of “Passport Model” by the end of the first year of implementation. The model is a school-wide initiative that provides students with opportunities to explore the world through a combination of international teachers, world languages, and an integrated curriculum.</p> <p>Mirrors the “Passport Model” but is not a school-wide initiative. It is implemented in one grade level at a time.</p>
What does the staff of the model global program in the globally-themed elementary school actually do in practice (theory in use)?	<p>The researcher’s observations and field notes.</p> <p>The Cumberland County International Curriculum Guide and other district archival documents</p> <p>The researcher’s focus groups and interviews</p> <p>Archival data from the Visiting International Faculty</p>	<p>Non-Traditional Practices</p>	<p>Environment</p> <p>Spanish</p> <p>Character Education and PBIS</p> <p>“the platinum rule”</p>	<p>The environment encompasses the design of the model, the level of respect, responsibility, and maturity among the students and staff, the school-wide focus, and the physical environment.</p> <p>Spanish is taught to kindergarten and 1<sup>st</sup> graders every day for forty minutes, and students in grades 2-5 take Spanish twice a week.</p> <p>Character education is taught and good behavior is encouraged and rewarded through the Positive Behavior Intervention Support (PBIS). Students and staff respect one another, are</p>

		Daily Practices	Infusion of global perspectives	tolerant of one another, and work together as a team. A synergy is observed between global education, character education, and PBIS. The character education has complimented the global education by creating “global citizens” who can communicate and collaborate with one another. The platinum rule teaches students to treat others the way they want to be treated. Students are taught that “different” is okay, it is not wrong, weird, or gross.
	Student Performance		Collaborative Planning	Students not only study other cultures and regions of the world but they experience them through meaningful learning. Learning is exciting, relevant, and connected for the students. For example: working on a Science project with a classroom in Africa through a SKYPE session, simulating the Highland Games, touring Latin America via SKYPE with a student studying abroad, or celebrating Australia’s Independence Day.
	Successes	Student learning	Global exposure and state mandated curriculum	Teachers on grade level plan weekly in a common planning period. Teachers also collaborate vertically. Students are exposed to much more information than the state mandated curriculum. The state mandated curriculum is infused with global perspectives. To date this learning is not measured. Students in the globally-themed elementary school have scored above the county and state averages

		Challenges	<p>Teaching with a global perspective</p> <p>Obtaining parent support and involvement</p> <p>Parent Concerns</p>	<p>in reading and math; however, in Science, the students have scored much higher than the county and state averages. This level of performance is also seen when comparing the globally-themed elementary school to the other two elementary schools in this attendance area.</p> <p>Students are exposed to global perspectives in their daily instruction and it gives students freedom, experience, and awareness to be open to new things, have aspirations to travel the world, are more receptive of others, want to learn, and are excited and inquisitive about school. Students understand “differences”, they are not so judgmental, and stereotypes are diminished. A key to success is the total buy-in by all stakeholders.</p> <p>In the beginning, teachers were challenged in knowing how to infuse the global curriculum, where to find resources, and how to build rapport with parents and community. Now they are trying to fit it all in, looking for deeper understanding and quality relevant learning. For example in the fourth grade, the focus area is Europe but the Social Studies curriculum is North Carolina. Parent support and involvement has come full circle, parents are looking for excuses to be a part of a global activity or attend a cultural assembly. Some concerns were noted from the parent's</p>

				perspective: the global infusion may take time away from End of Grade Test preparation, some children might not be interested in every part of the world, and some felt there were some disparities between the International teacher's classroom and the American teacher's classroom.
How does the model global program relate to Hanvey's Five Dimensions of Global Education?	The researcher's focus groups, interviews, observations, and field notes.	Hanvey's five dimensions of a global education	Perspective Consciousness  State of the Planet Awareness  Cross-Cultural Awareness  Knowledge of Global Dynamics  Awareness of Human Choice	Students study the cultures from their regional focus area and they learn of other parts of the world through vertical presentations and school-wide events. They learn similarities and differences among the peoples of the world, giving them a perspective consciousness. Current events and guest speakers inform the students of what is going on in the world far away from what they physically see every day.  Discussions are held on how these events around the world may affect them. Students reach out to others, for example, they collected money to send to Haiti after the earthquakes.  Students learn about other cultures around the world through the international teachers, cultural presentations, and SKYPE sessions.  Knowledge of global dynamics is seen in the discussions and activities that center on monies used in other countries, water conservation, energy conservation, and recycling. Students have the opportunity to act locally with such projects as recycling that have global effects.

				Students are made aware of how decisions made today will have consequences in the future through such topics as endangered animals, conservation, and the changes in family structures in some countries.
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## APPENDIX L: PASSPORT WALKTHROUGH FORM

Passport School Walkthrough Form							
		Degree Observed				NC Teacher Evaluation Alignment	Passport Student Outcomes
		Developing - 1-	Proficient - 2-	Distinguished - 3-	N/O - 4-		
<b>Classroom Climate &amp; Environment</b>							
<b>Criteria</b>	<b>Teacher Learning Outcomes*</b>						
<b>Student Work:</b> artifacts and products displayed and reflect global learning and/or regional emphasis	1.0					SD 2b	1.0
<b>Classroom Environment:</b> displays regional décor, photos, bulletin boards, maps, flags, money, clothing, etc.	1.0					SD 2b	1.0
<b>Comments/Feedback for Teacher:</b>							
<b>Global Instructional Integration and Strategies</b>							
<b>Connecting Content across Cultures and Disciplines:</b> Integrates regional content into curriculum; makes connections across local and global cultures; integrates content across core subjects and disciplines	1.0, 4.0					SD 2b, 3b, 3c	1.0
<b>Thinking Critically and Globally:</b> incorporates perspective taking; promotes appreciation of and reflection on cultural differences, similarities and/or ambiguities; encourages empathy and diverse viewpoints	2.0, 4.0					SD 4e	3.0, 4.0

<b>Integrating &amp; Assessing Global Learning:</b> checks for student understanding and provides opportunities for communication about learning progress; engages students in developing and interpreting their global learning goals; uses student reflections, essential questions, and portfolios to help students process and communicate their global learning progress	4.0					SD 4h	1.0-5.0
<b>Student Teamwork and Collaboration:</b> utilizes learning teams; structures activities that develop student's teamwork, collaboration, and communication skills with classmates, international peers, and/or diverse community members	2.0, 4.0					SD 4f	5.0
<b>Inquiry-based Instruction:</b> models and provides opportunities for students to ask critical questions; encourages curiosity and creative thinking; incorporates diverse perspectives in problem solving and reasoning when analyzing local and global issues.	3.0, 4.0					SD 2b, 4e	3.0, 4.0
<b>21st Century Technology in the Global Classroom:</b> connects students to international peers through use of technology (e.g., email pals, blogs, Skype conferences, etc.) in instructional activities and collaborative projects; develops student skills to conduct research online, evaluate credibility of sources, and analyze and communicate findings about world regions	4.0, 5.0				0	SD 4d	2.0
<b>Comments/Feedback for Teacher:</b>							

Teacher Name:							
School:							
Grade:			Average Rating				
	<b>*Passport Teacher Learning Outcomes</b>						
	1.0: Develop knowledge of and appreciation for diversity in their local school community and regions of the world.						
	2.0: Develop cross-cultural collaboration and communication skills to model for students and foster effective interactions and teamwork with colleagues and international learning partners.						
	3.0: Help students develop critical-thinking skills that are necessary for solving more complex problems, taking diverse perspectives, and analyzing multifaceted local and global issues.						
	4.0: Develop competence to integrate global knowledge, skills, and attitudes (as defined by Passport Student Learning Outcomes) into instruction, curriculum, and assessment.						
	5.0: Integrate and utilize 21 <sup>st</sup> Century technology in instruction.						

## APPENDIX M: INTERVIEW DATA COMPARED

### Part 1

	Explain global education	What do you do?	What is different about this school?	Most successful component	What is it that helps kids retain information
Kindergarten	<p>Letting students get involved w/world around them</p> <p>Open to ideas</p> <p>Sharing tolerance/relating to other cultures</p> <p>Character traits</p> <p>Knowing how others feel-interacting with one another socially</p> <p>Making students aware of their own culture</p>	Identify countries in North America  Terminology like north and south  Spanish every day	The environment/the set up  Students travel from continent to continent rather than being promoted to the next grade level  Grade levels work well together vertically  Level of respect among students  Different is not bad or weird, it's just different-students accept that and don't make judgments	Vertical alignment with students traveling from one continent to another  Respect and tolerance, the culture, learning about people from other countries and other languages  When students get an opportunity to travel the world-they will go confidently  Students are open to new things  Gives students aspirations to travel  Gives students freedom, experience, and awareness to not be stuck in one way of thinking-they are broadened at school and it comes out  Global award for students who take an extra interest.  Students are open to the world around them	

1 <sup>st</sup> grade		<p>The global component in all that we do.</p> <p>Students experience other cultures, not just studying about them.</p>	<p>Students get much exposure to the different regions and countries in the world—they really know where they are on the map.</p> <p>Students have a greater desire to learn because of their connections to it.</p> <p>They dream big—the desire to travel.</p>	<p>Everyone has buy in to the global theme.</p> <p>International teachers</p> <p>The way that the teachers work together vertically—students move from one country to another and the teachers transition them—instead of just being promoted to 2<sup>nd</sup> grade.</p> <p>There is a keen awareness of what students have learned in the previous years—teachers build on that.</p> <p>International teachers present to other grade levels—students are able to make connections between various countries—“they do that in Australia”</p> <p>Students come in with their library books that they have picked out on topics studied in class without their teachers leading.</p> <p>Students say, “Ms. McMillan, did you know the Australian Open is happening now?”</p>	
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				<p>They are looking for and listening for things related to Australia.</p> <p>These children are establishing more of an idea of what makes them uniquely them.</p> <p>They are getting a deeper understanding of their own culture—What do we do? Why do we do it?—ex. Independence Day</p>	
2 <sup>nd</sup> grade	<p>Students get more than one perspective</p> <p>Students are introduced to people and their cultures around the world</p> <p>Global is infused in everything we do—not separate like social studies and not a side note.</p> <p>Students know their own culture</p>	<p>Integration occurs in every subject and it occurs every day (not both)</p> <p>Collaboratively plan—all teachers bringing information to the table</p> <p>Resources available—at first did not know what to do—the years of implementation has helped them know what and how to access for integration</p> <p>Students keep a portfolio of all the things they learn in a year</p>	<p>Assemblies—people from other countries—sharing their cultures</p> <p>Special events—like celebrating the Chinese New Year</p> <p>Surface level things too—in math use chopsticks instead of erasers</p> <p>Every grade level with a different region—students are traveling the world.</p>	<p>Opening the eyes of the children</p> <p>Exposure to other cultures has helped them to understand differences and not be so judgmental</p> <p>Students are more interested in reading passages for EOG because of the connections they can make=higher scores.</p> <p>Different is okay, different is not so scary to them.</p> <p>Get rid of stereotypes</p> <p>More receptive of others</p> <p>Makes them better people</p>	<p>Kids bring inquisitiveness—lessons are exciting and meaningful</p> <p>Experiencing things like the Chinese New Year celebration—helps students to make deep connections</p>

				Students want to learn, they are excited and inquisitive.	
3 <sup>rd</sup> Grade	<p>Letting students see the world in a different way-making connections throughout the world—a deeper understanding of the world and the people in it</p> <p>Prepares students to compete with counterparts around the world</p> <p>Global education erases stereotypes—for ex. Most Americans think African people are black—Ms. Fourie from S. Africa is white.</p> <p>Global education helps with student maturity</p>	<p>Teach students that different is not wrong</p> <p>Compare and contrast differences between here and the countries that are being studied</p> <p>Bring in speakers from different countries in Africa—a firsthand experience for children</p> <p>SKYPE lessons with classrooms in Africa</p> <p>Integrate the regional culture in all subjects and every day</p> <p>While teaching about Africa, continue to review Asia,</p>	<p>Integration in all subjects, every day—the subject matter is the same as in other schools but the regional culture integration adds spice to the learning—excites the students.</p>	<p>Students are excited about learning—often watch animal kingdom or Nat'l Geographic or the news and come to school to tell the teacher and share with the other students.</p> <p>Students have profound knowledge of the world's geography—know the difference between country and continent—know all continents and oceans.</p> <p>Students see the world in their classrooms (travel there)</p> <p>Opportunities for teachers to grow in world knowledge too</p> <p>International teachers are a key component—provides a direct resource to other teachers</p> <p>International teachers automatically think of connections.</p> <p>Enthusiastic teachers—always</p>	<p>Students do retain information—ex. Conversation with international teacher from New Zealand, students were knowledgeable about animals studied two years ago.</p> <p>Students make math, etc connections to the way they learned the concepts</p> <p>Students are confident about speaking to strangers to find out where they are from, they are curious.</p> <p>Opportunity for us to get comfortable with ourselves as Americans and to understand each other.</p>

		previous studies to help students retain information.		making changes—teachers keep learning too.  Learn about each other-less misunderstandings—more peaceful world	
4 <sup>th</sup> Grade		<p>Weekly Cultural Connections—each teacher takes a turn to present one country in Europe. (all students are together)</p> <p>Usually have an activity to do afterwards—link to literacy skill—sequence the information you were given or noting details</p> <p>Student emailed teacher a ppt on Europe because it was the teacher's birthday.</p>	<p>Global links integrated into the curriculum—not forced so as to be superficial but looking for opportunities to make connections.</p> <p>Student buy into the global program—they want to travel and learn about the different countries. Also making the links between grade levels.</p> <p>Student curiosity—they bring in things from home that they have found themselves or on TV and they say, “remember when you taught us about this country”—like the rugby world cup, the shipwreck in Italy.</p> <p>Students are invested in their learning—they want to know</p>	<p>Student buy into the global program—they want to travel and learn about the different countries. Also making the links between grade levels.</p> <p>Student curiosity—they bring in things from home that they have found themselves or on TV and they say, “remember when you taught us about this country”—like the rugby world cup, the shipwreck in Italy.</p> <p>Students are invested in their learning—they want to know</p>	Students experience the culture and internalize everything about the event—ex. Highland Games (remembering their clans) or Chinese New Year (participating in the parade)

		<p>Implemented a game where students can take over countries (if they have their homework)— similar to RISK. Must know the name of the country (lots of maps in class)</p> <p>School-wide assemblies-performers, animals, etc. Teacher shares, “I go home and post online a picture of a kangaroo 5 feet from me-and I ask ‘What did you do on your job today</p>	<p>The global program makes parent connections too—students find things at home and share with the parents, parents get involved—opens their curiosity, they might be learning, or more in-tune with the news and have questions.</p> <p>Student presenters-kids that travel and come back to share with students on various grade levels</p>		
5 <sup>th</sup> Grade	<p>It's not just the content—it is a way of teaching—students have the opportunity to think about other's perspectives. They learn about the world and the different ways people live.</p> <p>Exposure gives them those opportunities</p>	<p>Infuse the CCS curriculum with culture</p> <p>They meet people through SKYPE, or visitors and these people are real to them—they know somebody from this place.</p>	<p>Exposure to international teachers, visitors, and special events.</p> <p>Children reflect on this exposure and have many ideas and questions</p>	<p>Teacher collaboration—teachers are enthusiastic and passionate about what they are doing. All teachers on the grade level are equally passionate about what they are doing—it is not only the responsibility of the international teacher to find the integration.</p>	<p>Students retain information each year enabling them to make connections to different things and places in other regions</p>

	<p>Bringing the outside world to the students</p> <p>Helps students to dream bigger-to see possibilities beyond what they are experiencing now (for ex. Perhaps going to college and studying abroad)</p> <p>Student's curiosity is developed and they are open to and wanting to learn deeper and on their own. "They are way more interested"</p> <p>It makes a big difference in the student's attitude toward learning and their behavior</p>	<p>The platinum rule-treat others the way they want to be treated.</p> <p>Teach different is ok-not weird or gross</p>	<p>Every grade level has a regional focus</p> <p>The continuity of learning about different regions each year-in 5<sup>th</sup> grade students make connections between our own continent to the other continents they have studied (between Africa, Europe, and South America)</p> <p>Every year has a different spin on how students are exposed to the new region.</p>	<p>Because of their exposure, our conversations are different-students want to talk about what they are learning, looking for similarities and differences.</p> <p>They are excited about learning something and sharing their knowledge with others.</p> <p>Taking Spanish and focusing on the language in the classroom too.</p> <p>"You see kids who are willing</p>		
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			<p>to work through problems and talk about things, they respect each other, tolerant of each other and work together”</p> <p>Character ed/PBIS/global—all are intertwined and are encouraged and rewarded</p>		
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## Part 2

	What has been the biggest challenge?	Advice to a new teacher/Concerns	Is the implementation of the model influenced by a focus on character education (PBIS)?	PD influence and outside (VIF) support to implementation	Does leadership make a difference?	Teaming important?	How do changes affect the implementation (new teachers)?
Kindergarten	<p>Learning how to infuse the global link and not teach it as something separate</p> <p>Taking the risk to integrate</p> <p>Integrating the culture every day.</p> <p>Fear of having to know everything . If a question comes up and no one knows—“that’s a great question, let’s Google it”</p>	<p>Look at lesson and try to find global components-ex:math&gt;patterns &gt;flag patterns, comparing and contrasting&gt;new year here and new years in Canada</p> <p>Don’t get overwhelmed—it’s in the lesson</p>	<p>Level of respect among the students is higher</p>	<p>Teaching in the model makes you grow as a teacher, continually researching</p>		<p>Very important.</p> <p>Vertically , teams can get expert advice from other teachers in different grade levels.</p>	
1 <sup>st</sup> Grade	Trying to fit the global aspect into every	The international teachers are sometimes hired based on where they are from	Yes, studying the character traits along	Helped them to understand what they were supposed to	Principal really believes in the model.	Definitely important.	Even in the beginning, teachers have to figure out

	subject—not to force it.	and not on their expertise as a teacher—ex. Need for a teacher from Australia to fit the 1 <sup>st</sup> grade region focus, hiring a teacher with no 1 <sup>st</sup> grade experience.	with the other cultures, students are able to understand, be tolerant of, and respect other cultures.  Students develop a true appreciation for people different from themselves	be doing before they knew what it would look like in their classrooms (year 1)  Feedback from walkthroughs and coaching sessions helped teachers to grow.	Enthusiastic.  Leadership is crucial to the success of the model.  Leader must carry the vision.	Working together makes teaching better.	how the work best together
2 <sup>nd</sup> Grade	Remembering to do it (new teacher)  (VIF) they expect much of me—I don't know everything—I research, encourage and share  Where do we start—narrow down what we want to	Could be false—EOG's for 3-5, are the outside materials too much because they are not being tested? Are students prepared for the tests?					

	teach and find the connections						
3 <sup>rd</sup> Grade	<p>In the beginning- where do we start, what do we do, what will we choose or select? Now we continue to change lessons because you realize there is so much more you can do.</p> <p>Getting past the thinking of being a lot of extra work—it is tweaking the way you think about things</p> <p>It is stepping out of your comfort zone—they have to research for information on the region or global connections in their lessons.</p> <p>A</p>	<p>New teacher came in excited and ready to contribute. Enthusiastic.</p>				<p>Teachers share expertise, really team teach.</p> <p>Last question in planning is “How can we integrate?”</p>	

	challenge for staff to dissolve their own stereotypes.						
4 <sup>th</sup> Grade	<p>Teachers acquiring their own knowledge base of the region of focus.</p> <p>Some infusion is superficial (but still beneficial to the students)- ex. Take a double decker bus to the answer.</p> <p>Easier for the international teacher to share from past experiences.</p> <p>Infuse global perspectives without forcing them.—4<sup>th</sup></p>		<p>Very important. With Character education, the students are more respectful and accepting of things done in other parts of the world.</p> <p>The use the “Platinum Rule”- treating others the way they want to be treated.</p> <p>Students are more tolerant of each other</p>	<p>PD and outside support gave teachers a good foundation. They set goals, gave suggestions, and things to try.</p> <p>PD was broad topics-“how to communicate/ how different people communicate ”. It was not all content specific or a lesson to take back to the classroom.</p>	<p>Leader must be open minded and embrace the model.</p> <p>Teachers feel supported by the leadership.</p> <p>Teachers feel the program is strong- stands on its own-leadership makes it better (assistant principal has changed) with no adverse effects.</p> <p>Influence of the teachers</p>	<p>Definitely important.</p> <p>International teacher is a great resource to the team.</p> <p>Positive environment on the team makes members want to do “stuff”</p>	<p>New teachers to the team-2 were in different grade levels— they know how it works. One new teacher— teaming helped and the new teacher fully embraced the model</p>

	<p>grade studies NC, so trying to tie into Europe is sometimes difficult—used the Highland Games</p> <p>Where do you fit it all in. (global and EOG)</p>		<p>Use of PBIS-rewards and goals system is a constant in every classroom.</p> <p>Discuss character traits in morning meetings</p>		<p>and the program would gain new leadership buy-in.</p>		
5 <sup>th</sup> Grade	<p>1<sup>st</sup> year was finding materials —Latin America —much of what was found online was in Spanish.</p> <p>Finding time for everything .</p> <p>Making global connections that were</p>			<p>Passion for the model trickles down from the leadership.</p>	<p>Collaborative planning is important. Every teacher brings things to the table</p> <p>International teacher is not expected to be the only resource — especially with the global integration-- planning is really collaborative</p>	<p>New teacher (1<sup>st</sup> year teacher)—older team members have helped with planning and guidance—but given her wings to choose what she wants to do.</p> <p>Getting a new teacher who buys into the model just like the teachers did in year 1 (without fully understanding what it will look like—but ready to take on the challenge) makes a difference.</p>	

	<p>relevant and not just fluff.</p> <p>Global connections that are integrated with the regular curriculum and not a separate presentation.</p> <p>In the beginning—it was a big challenge to get parents on board in this rural community—“Why does my kid need to know Spanish?”</p>				<p>“We’ve got to do this. How can we pull in culture? What did we do in the past? What can we do now? How can we add to what we have done before?</p>	<p>New teacher had worked abroad—she is open.</p>
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### Part 3

	How has teaching in this model influenced you as a teacher?	Other observations	Parent Involvement	How do you know student's knowledge is deeper than the fluff?	
Kindergarten		Teaching the students how to learn—using technology.			
1 <sup>st</sup> Grade	<p>“I would not be able to teach differently”</p> <p>The global infusion enriches student’s learning, makes it meaningful, and engages them.</p> <p>“I have been teaching about animals for 24 years, but the enthusiasm in my classroom this year is so much higher because the animals studied are connected to their area of focus-Australia.</p>			<p>“I think when children leave this place, they know more” They have a bigger perspective.</p> <p>Students make connections from one country to another.</p>	
2 <sup>nd</sup> Grade	At first it seemed like extra work for the teacher—the benefits absolutely outweigh the work. “I am seeing it in my kids and I am really enjoying it”				
3 <sup>rd</sup> Grade				Information retained over the years	
4 <sup>th</sup> Grade	“I see myself bringing in global links, even	Teachers and students are learning together.	When student are finding things in the news or on		

	<p>if it wasn't mandatory"</p>	<p>Assemblies provide opportunities for staff to learn and try new things-they are modeling these behaviors for students.</p> <p>All stakeholders are open.</p> <p>Parents are now in attendance for every assembly and opportunity to be at the school for international events.</p> <p>1<sup>st</sup> year-students reassigned to this school and the community was upset-why do my children have to go to this school—after 1<sup>st</sup> year, attitudes changed and now the community feels like “we GET to go to GCES”</p> <p>At county meetings now they say GC—oh the global school.</p> <p>Teachers feel like all children should be able to attend a global school.</p>	<p>TV about their area of focus, the parents get involved too and learn.</p>		
5 <sup>th</sup> Grade	<p>“I don't know how I would separate it because I have such a passion to want to do this.”</p>	<p>Enthusiasm and commitment make it work. Students would sense if you are not 100%</p>	<p>Parent support is vital to student success. It validates what the teachers are teaching in</p>	<p>SKYPING with a student studying in South America brought real meaning to what they are learning</p>	

		<p>committed to what you are teaching.</p> <p>All agree it is as good as it looks.</p> <p>Teachers must be willing to help kids explore the world without their own views</p> <p>Teachers must be willing to delve into other things where they are not experts.</p> <p>Teachers continue to learn.</p>	<p>school. Parent support is important because children trust their parents more than anyone else.</p>	<p>in class. “They absorbed everything she said like crazy” They retained everything from those (3) conversations.</p> <p>Students write about a cultural quote each week. “We see a lot of deep thinking about those quotes” You can see in these writings that the students are thinking about everything they have been learning.</p> <p>Students feel compassion for others.</p>	
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## APPENDIX N: INSTITUTIONAL REVIEW BOARD APPROVAL



**EAST CAROLINA UNIVERSITY**  
**University & Medical Center Institutional Review Board Office**  
1L-09 Brody Medical Sciences Building · Mail Stop 682  
600 Moye Boulevard · Greenville, NC 27834  
Office **252-744-2914** · Fax **252-744-2284** · [www.ecu.edu/irb](http://www.ecu.edu/irb)

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB  
To: Sara Whitaker  
CC: Joy Phillips  
Date: 11/29/2011  
UMCIRB 11-001177  
Re: Global Education-a Case Study

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 11/28/2011 to 11/27/2012. The research study is eligible for review under expedited category #6, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

The approval includes the following items:

Name	Description
IRB 4A Informed-Consent-Template-No-More-Than-Minimal-Risk 10-18-11.doc   History	Consent Forms
IRB 4B-Focus Group Protocol.docx   History	Interview/Focus Group Scripts/Questions
IRB 4C-Principal and Instructional Coach Interview Protocol.docx   History	Interview/Focus Group Scripts/Questions
IRB 4D--Observation Protocol.docx   History	Additional Items

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

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IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418  
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418 IRB00004973  
East Carolina U IRB #4 (Behavioral/SS Summer) IORG0000418

Study.PI Name:  
Study.Co-Investigators: